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ABSTRACT

This unit on juvenile justice is the last of five units in a ninth grade social studies course. (The course is described in SO 010 891). There are four objectives: (1) given data on juvenile crime, the student will analyze it and hypothesize reasons why the crimes are committed; (2) presented with a variety of law enforcement situations, the student will examine attitudes toward police and analyze constitutional restraints placed on police procedures; (3) given information pertaining to the court system, the student will compare and contrast the juvenile system with the adult system; and (4) given facts relating to correctional institutions, the student will investigate the types of youth corrections and consider their impact on the youthful offender. The unit is divided into four parts: the first part looks at the types and causes of juvenile crime, while the second part deals with the nature of the responsibilities of police and how Supreme Court decisions have affected them. The third part considers the juvenile court system and looks at the differences between it and adult court systems, and the last part examines correctional facilities. The four parts contain lessons which are inquiry-oriented and are based on student activities. Each lesson contains a stated purpose, a classroom procedure, suggested materials, and teaching variations. Resource pages for activities are included. (Author/JK)

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JUVENILE JUSTICE

IN MARYLAND

DECISION-MAKING IN CONTEMPORARY AMERICA, UNIT V.

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

IN COOPERATION WITH

THE LAW-RELATED EDUCATION PROGRAM
FOR THE SCHOOLS OF MARYLAND

BEST COPY AVAILABLE

MARCH 1978

SO 010 895

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Mr. Ira Hiberman, chairperson of the social studies department at South Carroll High School, assisted me in a number of ways. Ira was the producer of the video-tape recording, Maryland v. Trouble, which is suggested for use in three portions of this guide. A number of the activities he developed for the teacher's guide that was prepared to accompany this recording have been included in this curriculum unit.

Appreciation is extended to Dr. Phyllis McDonald, Director of the Montgomery County Police-Student Relations Project, for sharing the excellent materials she developed on the topic of criminal investigation.

Mr. Gerard Paradis and Mr. Ellery Miller of The Law-Related Education Program for the Schools of Maryland reviewed the unit and offered suggestions regarding additional activities that could be incorporated into the experiences.

A special note of appreciation is extended to Mr. Charles Frederick, the co-author of this unit. A very intelligent and articulate young man, Charlie was a pleasure to work with in writing these materials.

I am grateful to my secretary, Mrs. Karen Palmer, who did a great job in preparing the final manuscript. In addition, I express my appreciation to Mrs. Jean Arbaugh for her diligence in reproducing this publication.

Donald P. Vetter, Supervisor
Carroll County Public Schools

C

PREFACE

There is a strong need for young people to become actively involved in learning experiences that indicate the purposes and functions of the juvenile justice system. However, too many youths are learning about "the system" by getting into trouble with the law. This unit should help students to increase their knowledge and it should promote a more constructive attitude toward "the system" before it is too late.

This unit will raise many questions concerning issues in juvenile law. It will also, hopefully, provide some answers. To enhance the potential of the activities, we encourage educators to involve juvenile justice personnel in this curriculum. The importance of this method was underscored by the National Advisory Committee on Criminal Justice Standard and Goals in its publication Juvenile Justice and Delinquency Prevention, Washington, 1976.

> "There is a strong need for contact between youngsters and juvenile justice personnel ....
>
> The involvement of juvenile justice personnel in the school curriculum should not be reduced to a public relations job by police, lawyers, judges, or community agency personnel. In junior high and high school especially, such sessions should focus on communication of personal feelings about respective roles and actions and what both groups could do to create a more positive environment.
>
> Participation in classroom discussion should not be limited only to specialists such as the police-community relations specialist or the court's public information officer. Various individuals who constitute the juvenile justice system, such as youth officers, lawyers, judges, detention center personnel, and community program employees should be involved. Efforts should be made to involve people who themselves are members of the majority racial and ethnic composition of the class or school; this may help break down sterotypes.
>
> The classroom teacher should encourage role playing to create situations in which the participants can experience empathy. Field trips to police stations, juvenile courts, juvenile detention centers, and juvenile service agencies should be incorporated in the learning experience."

We applaud the tremendous efforts of Donald Vetter and Charles Frederick in their work on this unit. This is an excellent unit and in the hands of dedicated hard working teachers will be a beneficial learning experience for young people.

Gerard W. Paradis, Director
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FOREWORD

A major goal of citizenship education in Carroll County is to foster in students a realistic view of the need for rules and authority in society. To attain this objective, our schools must implement programs which present honest and straight forward information regarding the political-legal processes in operation in our local, state and national communities.

To supplement curriculum materials which are available to classroom teachers, we need to provide firsthand learning experiences for our pupils and direct contact with representatives of the judicial system. Through interaction with justice system representatives and participation in field trips to law-related agencies, pupils can develop accurate insights into the problems and promises of the American legal system.

This guide is one of the curriculum units developed to improve pupils' understanding of our laws, our courts and our legal system. Most importantly, it includes a great variety of appropriate activities directed towards those citizens whose lives are directly affected by the special laws related to juvenile justice. The unit provides an opportunity for pupils to reflect critically on one of the complex problems confronting our society today - juvenile crime. While it is true that most youngsters will never appear in a juvenile court, it is nonetheless true that the legal rights of persons accused of breaking a law are important to everyone's personal freedom.

Olin L. Adams, Jr. Superintendent
Carroll County Public Schools

TYPES AND CAUSES OF CRIME

Unit: Juvenile Justice

A. Rationale

The following facts were gathered by the National Council on Crime and Delinquency.

FACT:	At least one million youngsters under 18 will be involved with the nation's 2,600 juvenile courts this year.
FACT:	Of the 100,000 youngsters under 18 committed to correctional institutions by juvenile courts in 1975, 23 percent of the boys and 70 percent of the girls will not be guilty of any crime for which an adult would be arrested or prosecuted. They will be held in detention for non-criminal behavior known as "status offenses."
FACT:	The average detention period of institutionally-committed juveniles is 9.9 months. Those held for "status offenses" remain an average of four to five months longer than children convicted of criminal offenses.
FACT:	More crime is committed by children under 15 than by adults over 25.
FACT:	Of the 316,000 persons arrested for burglary in 1974, 54 percent were under 18.
FACT:	From 1960 to 1973 girls under 18 arrested for murder increased 296 percent.
FACT:	1 out of 9 teenagers will become involved with the juvenile justice system.

One important institution that some of you will come in contact with is the juvenile justice system. The system does not run itself; it is influenced by many different forces. They range from the Maryland General Assembly to the local "town cop." Like any system, it has its strengths and weaknesses. Some experts even say it isn't working. The purpose of this unit is to analyze how the juvenile justice system operates and to determine the types of improvements it needs.

B. Major Objectives

1. Given data on juvenile crime, you will analyze it and hypothesize reasons the crimes were committed.
2. Presented with a variety of law enforcement situations, you will examine attitudes toward police and analyze constitutional restraints placed on police procedures.

3. Given information pertaining to the court-system, you will compare and contrast the juvenile system with that of the adult system.

4. Given facts relating to correctional institutions, you will investigate the types of youth corrections and consider their impact on the youthful offender.

C. Key Questions

1. What is the nature of juvenile crime?

2. What is the nature of the responsibilities of police, and how have Supreme Court decisions effected them?

3. What are the differences between the juvenile and adult court systems?

4. What are the types of correctional institutions, and how do they affect the individual offender?

D. Major Skills

You will learn to:

1. Participate effectively in class activities such as role playing, simulations and discussions.

2. Interpret and evaluate information.

3. Justify personal views on a public issue.

4. Communicate orally and in writing.

5. Distinguish fact from opinion.

6. Use problem solving techniques in meeting societal problems.

JUVENILE JUSTICE OVERVIEW

SKILLS

CONTENT

EXPERIENCE I: NATURE AND CAUSES OF JUVENILE CRIME

1. INTERPRET DATA
2. GATHER INFORMATION
3. READ GRAPHS AND CHARTS
4. DRAW CONCLUSIONS
5. CREATE MAPS
6. READ NEWSPAPERS

1. STATISTICS OF CRIME
   - TYPES
   - FREQUENCY
   - LOCATION
   - OFFENDERS' CHARACTERISTICS
2. CAUSES OF CRIME
3. NATURE OF CRIME

EXPERIENCE II: POLICE

1. GATHER DATA
2. DRAW CONCLUSIONS FROM INFORMATION
3. ANALYZE CASES REGARDING RIGHTS

1. EXAMINATION OF ATTITUDES
2. POLICE PROCEDURE
3. RIGHTS
   - LAWYER
   - WITNESSES
   - CONFIDENTIALITY
   - SELF-INCRIMINATION
4. NATURE OF DUTIES

EXPERIENCE III: COURTS

1. ANALYZE INFORMATION
2. READ CHARTS
3. DRAW CONCLUSIONS BASED ON INFORMATION

1. STRUCTURE
2. PROCEDURES: DUE PROCESS
3. TYPES OF CASES
4. ADULT COURT PROCEEDINGS
5. WAYS TO IMPROVE

EXPERIENCE IV: CORRECTIONS

1. ANALYZE INFORMATION
2. READ CHARTS AND GRAPHS
3. EVALUATE DATA AND DRAW CONCLUSIONS

1. PURPOSES AND EFFECTS
2. TYPES (DIFFERENCES)
3. LOCATION
4. EFFECTIVENESS

Experience I: Juvenile Crime: Types and Causes

A. Key Question:

What is the nature of juvenile crime?

B. Purpose:

The crime problem is a favorite topic of complaint and debate in America. Almost all Americans are aware of the staggering size and complexity of the problem. This experience focuses on one alarming aspect of the crime problem - the increasing involvement of youth in crime. It is designed to identify the most commonly committed crimes and determine the causes.

C. Objectives:

Given data on juvenile crime, you will analyze it and hypothesize reasons the crimes were committed.

1. The student will analyze personal attitudes toward the juvenile justice system and modify them in accordance with the knowledge gained during this unit of instruction.
2. The student will identify the kinds of crimes most commonly committed by juveniles.
3. The student will discuss the nature and causes of juvenile crime.

D. Suggested Activities

1. What are the students' knowledge of and attitudes toward the juvenile justice system?

   a. A Test of Knowledge (Objective 1)

      (1) Administer the knowledge test on JR-33.

      (2) Save the results for future use.

      (3) At the end of the unit, readminister the test and review the answers. Have students compare their scores and use the results to identify areas needing further study and discussion.

   b. A Value Survey (Objective 1)

      Purpose: This activity should help pupils clarify their existing attitudes toward juvenile justice.

      Procedure:

      (1) Distribute copies of JR-1, and have the students fill out the survey.

      (2) Briefly discuss the survey items.

      (3) Keep their surveys until the end of the unit in order to readminister JR-1 and compare results.

      Variation: As an extension of this activity, have several students survey people from other age groups so that they may compare results.

2. What kinds of crimes are most commonly committed by juveniles?

   a. Crime Statistics

      Purpose: The students will analyze a chart of types of offenses and compare them to their local community.

      Procedure:

      (1) Ask which crimes the students think are most often committed by juveniles. List their ideas on the chalkboard. Rank order the top six.

      (2) Pass our Resource Sheet JR-2a and have students determine:

         a. How many people were arrested for all crimes taken together? What percentage of these people were under the age of 18?

         b. What were the six most frequently committed crimes by persons under the age of 18 in 1973?

      (3) Compare the statistical findings with the list on the chalkboard and ask reasons for differences.

      (4) Discuss the following question to highlight the impact of status offenses on the juvenile crime rate.

         Why are "curfew and loitering law violations" and "runaways" shown as offenses charged only to persons under the age of 18?

      (5) Distribute Resource Sheet JR-2b and have students use the figures to identify and list the six most frequently committed crimes on a local level.

         Discuss: Was there any significant difference in arrests for the county? For the municipalities?

(6) Have students develop a chart showing the six most frequently committed crimes on national and local levels.

OFFENSES IN ORDER OF FREQUENCY	NATIONAL LEVEL	LOCAL LEVEL
1.		
2.		
3.		
4.		
5.		
6.		

(a) Compare the types of crime on the two levels and discuss reasons for any differences which are significant.

(b) Possible reasons for differences
- -Age: comparing Juvenile v. All Ages
- -Rural setting
- -Fewer offenses listed for local areas
- -Less poverty

(7) Begin the crime map activity which focuses on the location of crimes in a designated geographical area. This long-range activity will promote the development of newspaper and map reading skills.

(a) Have a small group of students draw a large bulletin-board sized map of the Baltimore metropolitan area or the geographical area to be emphasized in this activity.

(b) On a daily basis have pupils bring in crime reports from their newspapers and organize them in a classroom file. At the end of each week, have them group the data according to "Type of Crime" and "Location of Crime." This information should be plotted on the "Crime Map" using a set of map symbols agreed upon by the class.

(c) If the level of pupil interest is great enough, you may wish to continue this activity for an extended time period of two or three months. Due to the nature of the activity, it is not necessary that you examine only juvenile crimes.

Variations:

(1) Pages 9 - 11 of Youth Crime and Punishment contain an appropriate article and fosters skill development in the area of graph interpretation.

(2) The following lesson plan was developed by Jim Evans during the July 1975 teacher training workshop in Law-Related Education.

Rationale: To provide the students with a system of compiling their own crime statistics through the use of the five W's in crime reports.

Content:

A. In this lesson, students are asked to examine their daily newspapers to extract crime information from them. There are so many aspects to crime that students will be asked to devise their own set of statistics. For example, students will explore such areas as:

Who was involved?
  Age of individuals involved
  Sex of individuals
When did the crimes occur?
Where did the crimes occur?
What crimes were committed?
What devices were used in the committing of the crimes?

B. The project concludes with the students comparing their results with the official crime statistics for their geographical area.

Objectives: The students will be able to:

A. Analyze crime articles from the newspaper by using the five W's.

B. Organize crime reports into meaningful statistics.

C. Differentiate one type of crime from another.

D. Determine if certain types of crimes are usually committed by one age group.

Procedures:

A. The students will discuss and research the definitions of specific types of crimes?
Examples:
1. Arson
2. Assault
3. Burglary
4. Robbery
5. Homicide
6. Manslaughter

B. Students will be divided into groups to perform different tasks.

Group I - Students will cut out all crime articles from the daily newspaper which relate to their geographical location. A number should then be placed on each article. Note: The students will collect the daily newspapers from their geographical location and will perform their task once a week, using the newspapers. Students should screen the articles to make sure that one case is not recorded twice.

Group II - Students will take the articles from Group I and record the offense committed on a chart. (See the example below)

Article No.	Arson	Assault	Burglary	Robbery	Homicide
1		X			
2				X	
3					X
etc.	X				
Total	8	25	25	22	20
Percentage of Total Crime Committed	8%	25%	25%	11%	20%

Group III - Using the same articles, Group III will make the same type of chart as Group II but record the ages of the individuals committing the crimes. You may have them prepare a second chart showing the ages of the persons against whom the crime was committed.

Ages of Individuals Committing Crimes

Article No.	Arson	Assault	Burglary	Robbery	Homicide
1		18			
2				25	
3					32
etc.	16				
Total					
Average Age					
Range of Ages					

Group IV - Using the same articles, Group IV will design the same type of chart as Groups II and III, but will place the sex of the offenders on the chart.

Sex of Offenders

Article No.	Arson	Assault	Burglary	Robbery	Homicide
1		M			
2				M	
3					F
etc.	M				

Total percentage of Males

Total percentage of Females

Group V - Using the same newspaper articles, Group V will record the type of devices or weapons, if any, used in the reported crime. The students will use a similar type of chart as the other groups.

Devices or Weapons Used

Article No.	Arson	Assault	Burglary	Robbery	Homicide
1		fist			
2				gun	
3					knife
etc.	fire bomb				

Results

10 knives
30 hand guns
5 cars
8 rifles
15 shot guns
etc.

Group VI - Using the newspaper articles provided by Group I, Group VI will devise a chart that will show the time of the offense and the specific area in which the crime took place.

Time of Offense

Article No.	Arson	Assault	Burglary	Robbery	Homicide
1		Parking lot 10 PM			
2				Shopping Center 9 AM	
3					Liquor Store 4 PM
etc.	Church 3 AM				

Average time of offense

Range time of offense

C. After a six week period of research and recording, the students will compile the results of their study. The entire group will then assemble and report their findings. Students should be encouraged, by a teacher led discussion, to discuss any problems or irregularities that they might see in their results. Upon completion of this task, the students should compare their results with the crime statistics of their local police department.

Evaluation: The amount of effort set forth by the students and the degree of completeness on their charts will be excellent indicators of the success of the project. The teacher might also have the students evaluate the work of the other groups working with them on the project.

b. Burglary, Larceny and Robbery

Purpose: This activity compares and contrasts the three crimes that are commonly committed by juveniles. It gives the students a series of vignettes that they must categorize by type of crime. This will result in a clear understanding of these confused terms.

Procedure:

(1) Review the six most commonly committed crimes of juveniles. Inform them that this activity deals with two of those six, (burglary and larceny) in addition to another, robbery.

(2) Have the class briefly attempt to define each term. There usually is much confusion in relation to these three crimes. Use JR-3 as a transparency or handout to correctly define the terms.

(3) Have the students compare and contrast the three crimes.

(a) They all involve stealing.
(b) Robbery is committed directly on the victim.
(c) Burglary has no victim present.
(d) Robbery involves violence and is a crime against person.
(e) Larceny and burglary are crimes against property.

(4) Distribute JR-4, an activity sheet, to the class. Divide the class into groups of three and give each group a packet of activity cards based on JR-5. Each packet of cards should contain all twelve situations. Have the groups read the situations, then have the students categorize the situations as representing either burglary, larceny, or robbery. Allow time for them to work cooperatively.

(5) Re-group, share answers and check their work. The correct answers are:

ACTIVITY CARD	TYPE OF CRIME	SPECIFIC TYPE OF CRIME
A	Larceny	Pick-pocket
B	Burglary	Burglary of a residential building
C	Robbery	Armed robbery of a bank
D	Larceny	Pick-pocket
E	Burglary	Burglary of a residential building
F	Robbery	Armed robbery
G	Larceny	Swindle
H	Robbery	Armed robbery
I	Burglary	Burglary of a non-residential building
J	Burglary	Burglary of a residential building
K	Robbery	Armed robbery
L	Larceny	Embezzlement

The "Specific Type of Crime" column is provided for your information and is not part of the student task.

Variation: The activity may be extended by having each small group generate several original situations for the rest of the class to categorize.

Source: Police-Student Relations Project, Phyllis McDonald, Director.

3. What causes juvenile crime?

a. The Immediate Cause of Delinquency (Objective 3)

Purpose: This activity provides an opportunity for the more advanced student to investigate the causes of juvenile delinquency.

Procedure:

(1) Have the student read pages 1-8 in Delinquency and complete Handout Three from the Teacher's Guide.

(2) Re-group and compare their reaction to the case studies, focusing on the causes of delinquency.

Variation: Since this is an advanced activity, it might work best with a small select group of students who could report back to the class.

Materials needed: Delinquency, "Episodes in Social Inquiry", and accompanying teacher's guide.

b. Research on the Causes of Delinquency (Objective 3, average and above)

Purpose: This activity provides the opportunity for individual research on the causes of delinquency.

Procedure:

(1) Using reference materials such as the Reader's Guide to Periodic Literature, have the students research the causes of delinquency in the library. Some possible resources are:
  - -"Youth Crime," Time, July 11, 1977, pp. 18-28.
  - -Clark, Ramsey, Crime in America, Simon and Schuster, 1969.
  - -Seymour, Whitney N., Jr., Why Justice Fails, William Morrow and Co., 1973.
  - -"The Juvenile Delinquent Nobody Knows," Psychology Today, September, 1973.

(2) Have the students share their results and together develop a general theory on the causes of delinquency.

Variation: This activity could be done either individually or by one small group that would report back to the class.

c. Various Crimes and the Causes (Objectives 2 and 3)

Purpose: This activity suggests several reading selections that deal with various juvenile offenses and has the student hypothesize why the crime was committed.

Procedure:

(1) Select an appropriate reading selection from the following:

  (a) Pages 117-119, State and Local Government
  (b) Pages 4-8, 12-14, 15-17, 24-25, 28-31, Youth Crime and Punishment

(2) Have the students read the article(s), identify the various offenses and speculate on the causes of juvenile crime.

(3) Make a cumulative list of the causes of juvenile crime. This may be used later in the corrections experience of this unit.

(4) You may wish to invite a school psychologist or a pupil personnel worker to discuss their perceptions of the various causes of crime.

Variation:

Since there are several articles available, assign different ones to small groups. The groups would be responsible for reporting back to the class.

Materials needed: Youth Crime and Punishment
State and Local Government

d. Age As a Crime Factor (Objectives 2 and 3)

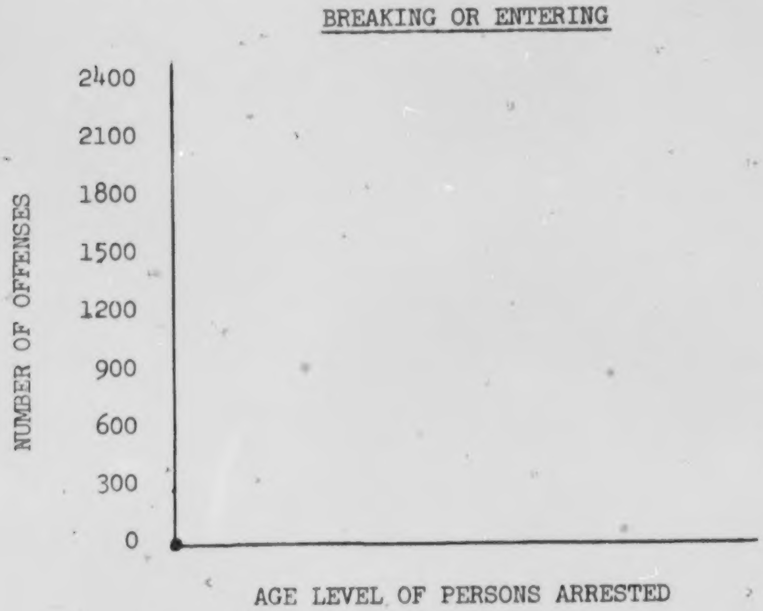
Purpose: This activity may be used to extend the pupils' knowledge of charts and graphs. Through a skill development project, pupils will gain an understanding of the affect of age on the commission of crimes.

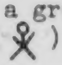
Procedure:

(1) Ask students to hypothesize about the affect of age on the commission of crimes such as disorderly conduct, vandalism, larceny-theft and robbery.

(2) Distribute resource sheet JR-6. Have students compare their hypotheses to this arrest data.

(3) Divide the class into ten small groups. Using magic markers and tag board, have each group create a bar graph based on the information on one of the ten offenses. For example:



If the range in the number of persons arrested is too great, you might have a group make a symbol graph. For example, each figure () could represent 100 persons arrested.

(4) Have the groups present their graphs to the remainder of the class. During your debriefing of this activity, be sure to discuss the reasons why age is sometimes a critical factor in the number of crimes committed by persons in a particular age group.

4. What is the nature of juvenile crime?

INTRODUCTION TO MARYLAND v. TROUBLE

The video-tape recording entitled Maryland v. Trouble was produced for the Carroll County Public Schools by Ira Hiberman of South Carroll High School. The program clearly shows arrest procedures and rules of governance related to juvenile apprehension. In addition, the program traces the progression from arrest, intake hearing, adjudication and, ultimately, to the disposition hearing. The role of the juvenile court master and the juvenile counselor also receive attention.

The program, Maryland v. Trouble represents an attempt by students and teachers to create a pivotal media base for use in dealing with the topic of the juvenile justice system in Carroll County. The model brings lawyers, police, businessmen, and juvenile officials together to create a scenario involving a shoplifting case with a juvenile offender who has a past record of law violation.

The video-tape, Maryland v. Trouble, may be obtained from Mr. Donald Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21157.

a. Maryland v. Trouble, Part I (Objective 3)

Purpose: One of the most common juvenile crimes is shoplifting. For example, in 1976, Maryland police identified 14,974 shoplifting offenses with a total value of $983,211. This program examines the nature of this specific juvenile offense and displays the manner in which store owners may respond to its occurrence. The tape should be stopped at a time of the arrival of the police officer in the store.

Procedure:

(1) Have the class watch the first section of Maryland v. Trouble, and stop the program just after the store owner indicates that he intends to call Tom's mother and the police department.

(2) Based on the action which they have seen to this point, have your students define "shoplifting" and then comment on the degree to which they feel that this is a teenage problem in their own community.

(3) Have the class generate a list of causes for this particular kind of offense and discuss the consequences of shoplifting on the juvenile, the parents of the juvenile, the store owner, and the community.

(4) Invite a local merchant to speak on the topic of shoplifting as a juvenile offense. The Westminster Shopping Center Merchants Association has prepared a bulletin for distribution on this topic.

Variations:

(1) Show the filmstrip entitled "Law and the Youthful Offender" from the Youth and the Law Series (Doubleday Multi-Media). Have students write a one page essay on the causes of crime and juvenile delinquency.

(2) Show Part II of the filmstrip called "You and the Law" which deals with some of the reasons why teenagers get involved with the law and some of the violations they are likely to commit.

(3) Have students read "The Shoplifting Game" on pages 24-25 in Crime and Safety. A number of good discussion questions can be found on page 25. The reading level of these materials is geared to the below average reader.

(4) In Youth and the Law (Sadlier-Oxford: 1977), there are a number of short readings which are appropriate for the below average reader.

  (a) "Trouble at Home," pages 25-28.
  (b) "Teens in Trouble," pages 29-31.
  (c) "Curfew Laws," pages 41-44.

b. Shoplifting (Objective 3)

This lesson plan was developed by Terri Doyle Vogt during the July 1975 teacher training workshop in Law-Related Education.

Topical Questions:	What is shoplifting? Is shoplifting a crime? Why? What are the effects of shoplifting on business, family, and the shoplifter? What is the description of a "typical" shoplifter? Is shoplifting ever justifiable?
Time:	1 - 2 class periods
Materials:	Film, Shoplifting from ACI Films, Inc. F238D. This film was donated to the Carroll County Public Schools by the Westminster Shopping Center Merchants Association.
Rationale:	When asked if shoplifting is a crime, a student's typical answer may well be "no", coupled with the following, "...besides the store won't miss it and they charge too much for things anyway." This particular film presents the total shoplifting picture from the cost of the crime to the reasons for it. Through this film, hopefully, students will become aware of the seriousness of this crime.

Content: Students review the film, Shoplifting, which presents an overview of this rapidly rising crime. Through the use of example, film, and class discussion, students view shoplifting as it really is, a crime. Students also project the effect shoplifting has on one's future.

Objectives: At the end of the lesson, students should be able to:

(1) Define term "shoplifting."
(2) Explain the effects of shoplifting on the community.
(3) Describe the "typical" shoplifter and why he or she commits such a crime.
(4) Recognize the implications arrest for shoplifting has on family, future, and reputation.

Procedures:

(1) To introduce the film, Shoplifting, the teacher asks students to think of a time they took something that didn't belong to them. (They do not have to share their experience, but the instructor could share his/her own experience (if any!). Discussion includes the following questions:

   (a) Would you consider what you did stealing? Why or why not?
   (b) Did you tell anyone?
   (c) Looking back on what you did, why did you do it?
   (d) When someone takes something that doesn't belong to him, who ultimately pays for it? How?

(2) The teacher cites an example of someone caught in the act of shoplifting. It would help if the situation is localized to provide more meaning for the student.

Example: "Ann McCarthy, a student at ____________ High School, was in a hurry. The first decent dance of the year with a good band was coming up Saturday night. Ann went to ______________ looking for a new outfit. She found a cute outfit that looked great on her, but cost $28.50. Ann had $22.00 plus loose change. There was no chance of a loan from her parents or friends. Ann got a brainstorm. Quickly glancing around the store, she switched price tags. Now the outfit "cost" Ann $20.99. Happy with the switch, she stood at the cashier's area. Suddently, a woman Ann had noticed before walked over to Ann and asked her to come with her. Before Ann asked who she was, the woman identified herself as a store detective. Ann just joined the ranks of arrested shoplifters.

Suggested Questions:

(a) What was Ann's crime?
(b) Why is switching price tags considered shoplifting?
(c) Should Ann be arrested? What would you do if you were a store detective?
(d) What are the after-effects of such an arrest?
(e) Who ultimately pays for Ann's shoplifting?

(3) Following class discussion, the teacher introduces and shows the film, Shoplifting (20 minutes).

(4) In a follow-up discussion of the film, the teacher uses either a handout of questions, a list of questions on the board, or large and/or small group discussion.

Suggested Questions:

(a) What is shoplifting?
(b) Why is shoplifting increasing?
(c) Describe the typical shoplifter.
(d) How are shoplifters treated by store detectives?
(e) What does the law say about shoplifting?
(f) How can family background influence whether one becomes a future shoplifter?
(g) Who ultimately pays for goods taken by shoplifters?
(h) How can shoplifting be halted?
(i) How would you feel if a member of your familywere arrested for shoplifting? What if you were caught shoplifting? How would you feel?
(j) Is shoplifting ever justifiable?

Evaluation: Students summarize points brought out in their discussion.

Variation: Part II of the Guidance Associates sound filmstrip, Legal Issues: What's Right? dramatizes a realistic shoplifting conflict involving two teenage girls. Entitled "Sharon's Dilemma," it raises a number of relevant moral and legal questions. A detailed lesson plan is found on pages 44-47 of the discussion guide included in the boxed set. The kit is available from Don Vetter, 848-8280.

E. Resources

1. Teacher Resources

   a. Hiberman and Vetter, Maryland v. Trouble, Carroll County Public Schools, 1976.

   b. "Youth Crime," Time, July 11, 1977, pp. 18-28.

   c. Clark, Ramsey, Crime in America, Simon and Schuster, 1969.

   d. Seymour, Whitney, N., Jr., Why Justice Fails, William Morrow and Co., 1973.

   e. "The Juvenile Delinquent Nobody Knows," Psychology Today, September.

   f. Khanlian, Juvenile Justice, Institute for Political and Legal Education, 1975.

   g. Vetter and Paradis, Involvement: A Practical Handbook for Teachers (Secondary Level), Law-Related Education Program for the Schools of Maryland, 1976.

2. Student Resources

   a. Delinquency, (Sociological Resources for the Social Studies), Allyn and Bacon, 1974.

   b. Schwach and Pollack, Youth Crime and Punishment, Xerox Publications, 1976.

   c. Jantzen and Jackson, State and Local Government, Scholastic Books, 1977.

   d. Youth and the Law, Sadlier-Oxford, Inc., 1977.

3. Audio-Visual Materials

   a. Motion Picture, Shoplifting, F-238D.

   b. Videotape, Maryland v. Trouble. This is available from Donald P. Vetter, 848-8280.

   c. Sound filmstrip, Legal Issues: What's Right - Part II, "Sharon's Dilemma," available from Don Vetter.

JUVENILE JUSTICE CLASSROOM POLL

WHAT DO YOU THINK?

After reading each of the statements below, mark the appropriate letter(s) in the blank space which most accurately reflects your opinion of the statement. There are no right or wrong answers.

SA-Strongly Agree. A-Agree. U-Uncertain. D-Disagree. SD-Strongly Disagree

_____1. Police get criticized too often by young people for just trying to do their job honestly and fairly.

_____2. Parents should be held legally responsible for the actions of their children, whether in school or out.

_____3. In our justice procedures, the distinction between juveniles and adults works to the advantage of young people by shielding them from the brutal aspects of the system.

_____4. The existence of juvenile detention centers, reform schools, and prisons discourage or deter young people from committing crime.

_____5. There should be a set penalty for each youthful offense with little or no discretion left to the juvenile judge as to what the sentence should be.

_____6. Shoplifting is just a matter of "ripping off" the establishment; therefore, shoplifters should not be prosecuted to the fullest extent of the law.

_____7. A juvenile should be given a trial by jury for any offense for which an adult criminal would be tried.

_____8. When you get right down to it, your chances of receiving justice are determined almost entirely by your age, sex, color and wealth.

Source: Juvenile Justice, Khanlian et al, Institute for Political and Legal Education, 1975.

NATIONAL UNIFORM CRIME STATISTICS ARRESTS

CLASSIFICATION OF OFFENSES	Grand total all ages	Ages under 15	Ages under 18	Ages 18 and over
TOTAL	6,499,864	614,716	1,717,366	4,782,498
Percent distribution	100.0	9.5	26,4	73.6
Criminal homicide:				
a) Murder and nonnegligent manslaughter	14,399	216	1.497	12,902
b) Manslaughter by negligence	2,996	83	363	2.633
Forcible rape	19,198	813	3,772	15,426
Robbery	101,894	11,015	34,374	67,520
Aggravated assault	154,891	8,200	26,270	128,621
Burglary-breaking & entering	316,272	73,130	170,228	146,044
Larceny - theft	644,190	146,910	310,452	333,738
Auto theft	118,380	17,736	66,368	51,512
Violent crime[2]	290,382	20,244	65,913	224,469
Percent distribution[1]	100.0	7.0	22.7	77.3
Property crime[3]	1,078,842	237,785	547,548	531,294
Percent distribution[1]	100.0	22.0	50.8	49.2
Subtotal for above offenses	1,372,220	258,112	613,824	758,396
Percent distribution[1]	100.0	18.8	44.7	55.3
Other assaults	275,105	21,013	53,044	222,061
Arson	11,096	4,420	6,491	4,605
Forgery and counterfeiting	41,975	729	4,657	37,318
Fraud	85,467	686	3,159	83,308
Embezzlement	5,612	87	429	5,183
Stolen property; buying, receiving, possessing	70,238	7,121	23,738	46,500
Vandalism	121,011	51,377	83,428	37,583
Weapons; carrying, possessing, etc.	115,918	4,756	18,635	97,283
Prostitution and commercialized vice	45,308	150	1,769	43,539
Sex offenses (except forcible rape and prostitution)	48,673	3,698	9,784	38,889
Narcotic drug laws	484,242	16,222	127,316	356,926
Gambling	54,938	270	1,544	53,394
Offenses against family and children	42,784	222	994	41,790
Driving under the influence	653,914	242	9,026	644,888
Liquor laws	183,813	7,178	74,690	109,123
Drunkenness	1,189,489	4,207	34,722	1,154,767
Disorderly conduct	461,553	36,114	103,556	357,997
Vagrancy	50,310	1,272	6,016	44,294
All other offenses (except traffic)	848,835	87,475	231,018	617,817
Suspicion	40,927	4,383	13,090	27,837
Curfew and loitering law violations	118,003	33,651	118,002	————
Runaways	178,433	71,331	178,433	————

Source: Uniform Crime Reports 1973, issued 1974 by Clarence M. Kelley, F.B.I. Director, p. 128.

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[1] Because of rounding, the percentages may not add to total

[2] Violent crime of offenses of murder, forcible rape, robbery and aggravated assault.

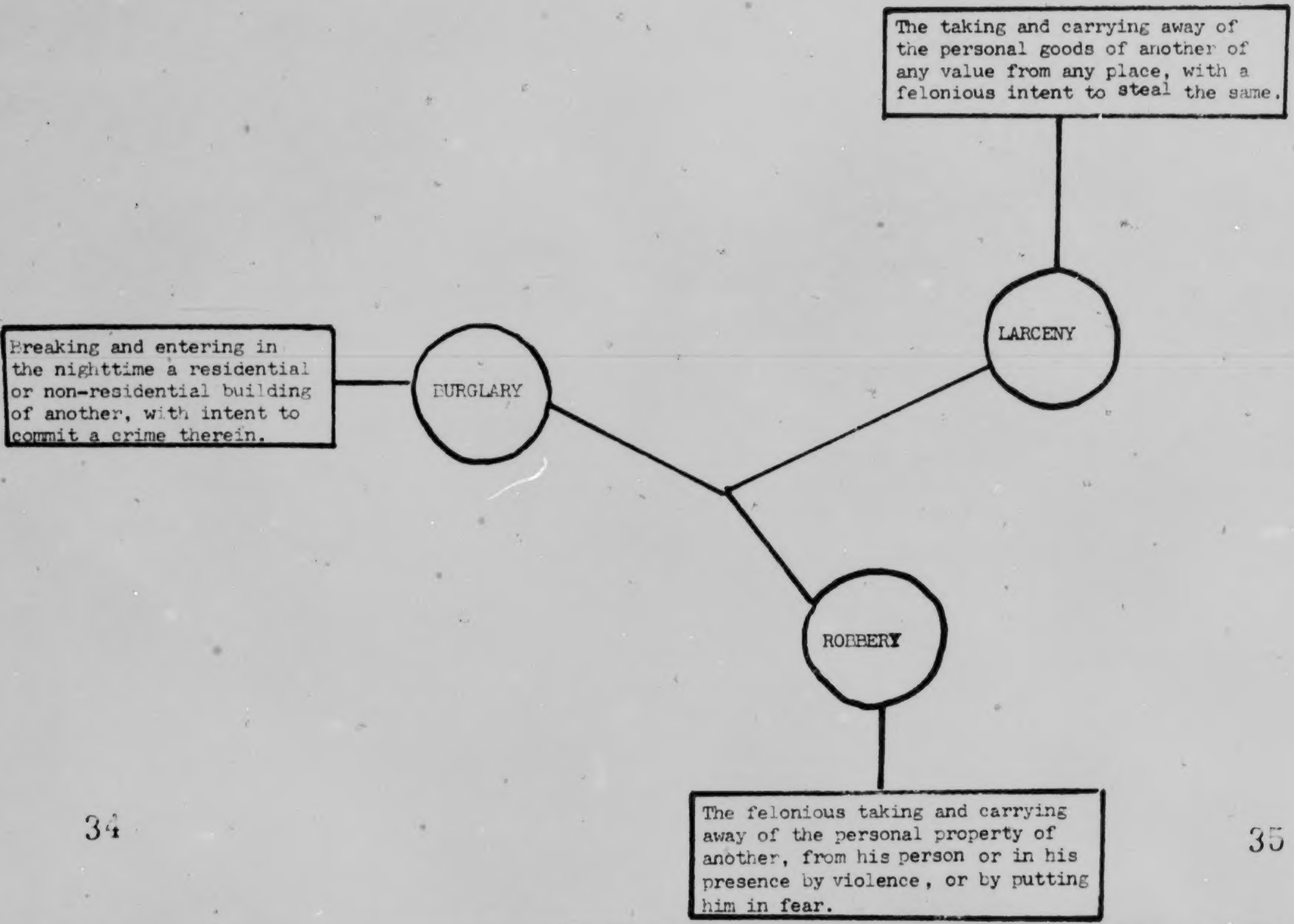
[3] Property crime is offenses of burglary, larceny and auto theft.

							ARRESTS							
		TOTAL ARRESTS	TOTAL ADULTS	TOTAL ARRESTS	ROBBERY	BREAKING OR ENTERING	LARCENY	M/V THEFT	VANDALISM	DRUG ABUSE VIOLATIONS	LIQUOR LAWS	DISORDERLY CONDUCT	CURRENT & LOTTER LAW VIOLATIONS	RUNWAYS
Carroll County	1975	1,775	1,230	545	12	185	238	28	103	116	41	97	0	34
	1976	1,981	1,321	660	15	162	265	20	169	241	33	113	2	52
	% Change	+12	+7	+21	+25	-67	+11	-29	+64	+108	-20	+17	--	+53
**Hampstead	1975	13	2	11	0	8	0	3	0	1	0	0	0	0
PD	1976	29	10	19	0	1	0	0	5	2	0	5	0	0
	% Change													
Manchester	1975	1	1	0	0	0	0	0	0	0	0	0	0	0
PD	1976	6	3	3	0	0	0	0	0	0	0	2	0	0
	% Change	+500	+200											
**New Windsor	1975	0	0	0	0	0	0	0	0	0	0	0	0	0
PD	1976	3	1	2	0	2	0	0	1	0	0	0	0	0
	% Change													
Sykesville	1975	77	21	56	0	5	23	0	11	4	2	10	0	1
PD	1976	83	40	43	0	2	11	2	3	18	0	10	2	6
	% Change	+8	+91	-23										
Taneytown	1975	23	22	1	0	1	0	0	0	1	0	8	0	0
PD	1976	63	44	19	0	3	11	0	0	12	8	5	0	0
	% Change	+174	+100	+1800										
Union Bridge	1975	19	13	6	1	4	3	0	5	0	2	0	0	0
PD	1976	19	7	12	1	0	1	0	1	5	4	3	0	0
	% Change	0	-46	+100										
Westminster	1975	321	259	62	1	11	47	2	17	13	19	36	0	0
PD	1976	349	252	97	0	16	35	3	27	53	8	32	0	2
	% Change	+9	-3	+56										
State Police	1975	1,321	912	409	10	156	165	23	70	97	18	43	0	33
	1976	1,429	964	465	14	138	207	17	132	151	13	56	0	44
	% Change	+8	+6	+14										

*1975 data not available

**Information for 1975 does not include a complete year's data.

Source: 1976 Crime in Maryland: Uniform Crime Reports, 1977.



The taking and carrying away of the personal goods of another of any value from any place, with a felonious intent to steal the same.

LARCENY

Breaking and entering in the nighttime a residential or non-residential building of another, with intent to commit a crime therein.

BURGLARY

ROBBERY

The felonious taking and carrying away of the personal property of another, from his person or in his presence by violence, or by putting him in fear.

BURGLARY, LARCENY, OR ROBBERY?

BURGLARY - ROBBERY - LARCENY

ACTIVITY CARDS	TYPE OF CRIME
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	

Source: Police-Student Relations Project, Phyllis McDonald, Director

- A -

Mrs. Dudley, 84 years of age, believed only in cash. She had no savings account or checking account. Each month when she received her social security check, she immediately cashed it and put all of the meager amount into her pocketbook. From the bank's door, she always took a bus to her landlord's house, where she paid her monthly rent. In February, 1978, her purse was stolen as she waited for the bus. Someone just grabbed her pocketbook and ran.

- B -

Billy Staple had been a failure at most honest types of work. One evening, while driving around in his battered Rambler, he saw that no lights were on in the home of an eccentric millionaire. Billy parked around the corner, grabbed a pull-string laundry bag and paid a visit to the back windows of the estate. One was open! After climbing into the house, Billy tip-toed around and filled his bag with silver and small gold objects. Because his bag was soon heavy, he set it down. Unknown to Billy, the millionaire's pet cobra crawled into the cozy bag. In a few minutes, Billy had all the silver and gold he needed. Billy Staple grabbed his bag and left.

- C -

The National Bank on Main Street was held up at 2 p.m., Friday afternoon, April 11, 1978! Two boys with plastic masks entered and pointed guns at the frightened customers. After shooting two elderly people, who moved out of fear, the boys ordered the cashiers to fill their briefcases with money. Everyone else was ordered to lie down on the floor. After grabbing their briefcases, now filled with money, the two armed boys fled.

- D -

The crowd, concentrating on the parade, was mindless of what was happening to many of them. They were being victimized by a pick-pocket. A frail girl dressed in jeans and a heavy coat looked around as if she were enjoying the people who were enjoying the parade. If no gaze were in her direction, she would slip her hands into a side or back pocket of an unsuspecting parade-watcher and pull out a wallet or loose money. The parade was drawing to a close; she looked around, eased her hand into a rather large pocket, groped for the wallet and was bitten by the owner's pet mouse. She screamed hysterically and ran off.

Source: "Police-Student Relations Project," Phyllis McDonald, Director

- E -

Christmas time and there would be presents after all! Dotty Smith had taken another job as cleaning woman in the evenings to buy all the presents she had just finished wrapping. With a final look at the surprise for her children, a decorated tree with all the gifts under it, she clicked off the one lamp that lit her entire living room. Unfortunately, the next morning, there would be a sad surprise for her. All of the gifts were stolen during the night. The thief left only a decorated tree.

- F -

Harry was proud of his family neighborhood grocery store. The family never made much of a profit, but felt that their store was an important part of the community. Last Tuesday, while his mother was lowering the blinds, Harry counted the day's earnings from the cash register, $724.68. He wrote the figure down in his account book. For some reason, they must have let a late customer into the store. Shortly after their usual closing time, Harry and his mother were found bound and gagged in a back room with multiple bruises. No money was found.

- G -

Ms. Mary Mann, a 18 year-old woman who spent her entire life caring for her invalid mother, inherited a few thousand dollars when her mother died. Mary enrolled in a small dancing school because she had never had a chance to attend social functions while her mother was alive. The "dancing instructors" told her that for $3,400 they could change her life. Eight days after Ms. Mann closed her bank account and gave her instructors all of the money, the dancing school disappeared.

- H -

Melvin's wife stood there, nagging him, reminding him that she had told him to get a cashier's check at the bank, not to take the $5,500 for their new car in cash. But, no, Melvin knew better. Now, just as they had turned a deserted corner to go to their old car, Melvin and Harriet met a girl with a gun who demanded all of their money. As Harriet looked down the barrel of the gun, she substituted her anger at her husband's carelessness for fear. The girl pointed the gun at her and told her to stop talking. Harriet was speechless for the first time in her life.

- I -

When Mr. Sandwood saw the side entrance to his supermarket open in the morning, he made a quick dash to the office. The locked petty cash box was in place, and the safe was untouched. He started to breathe a sign of relief when one of the employees came hurriedly into the office and screamed that the entire gourmet section was gone. During the night, persons unknown but with a definite taste for expensive foods had dismantled the wall display and taken all of the jars, cans and boxes of exotic foods from all over the world. Nothing else in money or goods had been removed.

- J -

Sarah and Robert looked forward to the Charity Ball because both had been volunteer workers for this charity for years. Sarah chose one of the jewels that Robert had given her each year on their anniversary. Since the ball was by invitation only, Robert was flustered when he had difficulty finding the printed, gold-embossed invitation. Their enjoyment of the ball came to an abrupt halt when they arrived home and discovered that Sarah's jewels had been stolen. Later on, it was discovered that seven other couples also invited to the ball returned to find valuables missing.

- K -

Every Thursday at 4 p.m., Arnold Nation put the week's receipts from his fur salon into a brown paper bag. He carried it into the alley where his car was parked. On this particular day, Arnold's two employees were out sick; so Arnold had to do everything by himself. At 4:00, he was rushing around trying to clean up. He went out into the alley with a brown paper bag. A girl crept up behind him and grabbed him. She held a long knife at Arnold's throat and demanded the bag. Arnold gave it up willingly. The girl fled with the brown paper bag containing the day's trash which Arnold was on his way to empty.

- L -

Ambrose Swanson, President of the Swanson Tire Company, could not believe that his firm was going out of business. Ambrose had always been a crackerjack salesman; he could sell little old ladies racing wheel covers. He had never been interested in finances; he left that to his weakling treasurer, Bernie. But Ambrose knew that he had been doing a lot of business. Where could $850,000 have gone? Without it, he was broke. With it, Bernie had a bank account of $850,637.42.

1976 CRIME IN MARYLAND

ARRESTS

CLASSIFICATION OF OFFENSES	10 & Under	11-12	13-14	15	16	17	18	19	20-29	30 & Over
Robbery	51	136	488	420	532	577	498	359	1,702	350
Breaking or Entering	297	669	2,003	1,631	1,619	1,432	1,042	770	2,711	866
Larceny-Theft	637	1,421	3,361	2,505	2,652	2,674	1,931	1,447	6,716	3,620
Motor Vehivle Theft	18	65	477	558	574	562	325	217	723	237
Vandalism	351	548	918	626	514	565	331	230	1,128	651
Drug Abuse Violations	9	69	658	1,067	1,515	1,872	1,565	1,355	6,190	1,130
Liquor Laws	0	20	170	325	604	713	462	363	1,349	815
Disorderly Conduct	68	168	852	820	1,002	1,077	1,232	1,061	5,955	5,755
Curfew & Loitering Law Violations	9	65	193	193	169	141	0	0	0	0
Run-Aways	82	228	1,106	857	663	334	0	0	0	0

Source: 1976 Crime in Maryland: Uniform Crime Reports, 1977.

ROLE OF POLICE

Experience II: Role of the Police

A. Key Question

What is the nature of the responsibilities of police and how have Supreme Court decisions effected them?

B. Purpose:

Obviously, the role of the police is to enforce the law. When considering the issue of juvenile crime, however, an important dynamic affecting the police is the attitudes that youth have toward them. Many young people view police, not as enforcers of society's laws, but as power-hungry "pigs" who stretch the laws whenever they feel like it. Even if the attitudes are positive toward the police, the inaccuracies of T.V. programs may have distorted the students' view of the job. This experience is designed to give the students a more realistic exposure to the nature of police work, their procedures and the Constitutional limits on them.

C. Objectives

Presented with a variety of law enforcement situations, the student will examine attitudes toward police and analyze Constitutional restraints placed on police procedures.

1. The student will administer a survey and tabulate the results in order to evaluate attitudes toward the police.

2. The student will list the steps in the police arrest procedure and examine the Constitutional protections provided the individual.

3. Through involvement with police situations, the student will analyze the emotions that police officers may experience and discuss the nature of their job.

NOTE TO TEACHER:

A new set of materials entitled Television, Police and the Law contains many suggested activities which parallel and extend the ideas contained in this unit. It may be purchased for $4.50 from Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648 or borrowed from Donald Vetter, 848-8280.

D. Suggested Activities

1. What are the students' attitudes toward the police?

   a. "Attitude Survey" (Objective 1)

   Purpose: Students will examine and discuss contemporary feelings toward policemen and their work.

   Procedure:

   (1) Pass out Resource JR-7 and have each student complete one.

   (2) Place the letters SA A D SD on the chalkboard and tally the totals for each of the ten questions by means of a show of hands.

   (3) Follow up this activity with an open discussion on selected (teacher) items.

   Variations:

   (1) A variation may be to allow the students to use the handout as a guide sheet for going out and surveying six peers and six adults and then reporting back with the findings.

   (2) Instead of tallying the responses by means of a show of hands, have students take a stand by "voting with their feet" and standing in front of the response written on the board with which they agree.

   (3) With a lower ability group, you may wish to pass out Youth Attitudes and Police (Riekes-Mahe 1975). Place students into small groups and have them reach some conclusions on the attitude survey questions on pages 32-34.

b. Cops: Who Needs Them? (Objective 1)

Purpose: Pupils will explore the nature of attitudes toward the police and examine the problems they encounter.

Procedures:

(1) Motivation: Begin by informing the class that all policemen across the country are taking a week off from work as an act of protest. Discuss what life would be like with out police. Assuming that the class will agree that police are important, ask them why so many people have negative attitudes about police. Briefly explore this; then prepare to show the film.

(2) Before showing the film, Cops: Who Needs Them, tell the class to look for answers to these questions:

(a) What caused the incident at the beginning of the film?
(b) How would you rate the attitudes of the youths and the police?
(c) What do you think caused the people to have the attitudes they had?
(d) Why did Steve postpone reporting the crime?
(e) How did Steve's attitude change when he was riding with the two officers and at the end?

(3) After showing the film, discuss the questions. Since the attitudes of the two police officers toward the youths is somewhat negative, it is a good place to emphasize the point that police are human too!

Variation:

K-263, Teenagers and the Police and K-620, Enforcing the Law are available from the County Resource Center.

Materials: Cops: Who Needs Them? (F-65B) available from the Resource Center.

2. What Constitutional restraints are placed on the police?

a. Constitutional Restraints on the Police (Objective 2, Average and Higher Ability)

Purpose: This activity will introduce students to significant restraints placed on police by several Supreme Court decisions.

Procedure:

(1) You Can Change the Law contains case studies pertaining to the Constitutional restrictions on police.

(a) Pages 68-73, a kidnapping case involving the right to counsel.
(b) Pages 75-83, the Gideon case about court appointed counsel.
(c) Pages 87-94, a case involving the right to search.

(2) Have the class analyze the case studies in small groups. Then regroup to consider the purpose of Constitutional restraints on the police and how these restaints protect individual rights.

(3) Conclude the discussion by considering the issue of police power. Do they have too much power, or has the Supreme Court "hand-cuffed" them? Have the students complete a continuum on the board:

TOO MUCH POWER ________________________ HANDCUFFED

Variation:

Cases (a) and (c) could be adapted for role playing.

Materials: You Can Change the Law, Fearon

b. Juvenile Thief (Objective 2)

Purpose: This activity presents a situation where a juvenile's rights have been violated by a police officer.

Procedure:

(1) Show the filmstrip Juvenile Thief published by Guidance Associates. It is available in all high school media centers.

(2) Use the following guide questions:

   (a) Was it legal for Detective Kowalski to open and search Anthony's locker? Explain.
   (b) Should the watch be admissable as evidence in a trial? Explain.
   (c) Was the detective's questioning of Anthony illegal?
   (d) Should the confession be admissable in court? Why?
   (e) Should Anthony, as a juvenile, be protected by the Constitution as adults are? Why?

(3) At the end of the filmstrip, the students are asked to be the judge, and determine whether or not the watch and confession are admissable. From this, discuss the importance of Constitutional restraints on the police.

(4) In conclusion, have the students consider what life would be like if there were no Constitutional restaints on policemen. Have them create an editorial cartoon, short story, or future scenario to reflect that.

Variation:

Use the adversary approach in having the students arrive at a decision for the case. Divide the class into groups of three each. Assign the roles of defense attorney, prosecuting attorney and judge (or Juvenile Master). As a whole class, clarify the function of these roles, then allow five minutes of preparation. Have the groups conduct their hearings separately. Then compare and discuss the results.

Materials: Juvenile Thief, Guidance Associates Filmstrip

c. Maryland v. Trouble, Part II (Objective 2)

Purpose: The viewer sees, first hand, the arrest of a juvenile for the act of shoplifting. The officer explains his actions and provides the understandings related to arrest procedure and to his role as a law enforcement agent. The impact of the Miranda case on arrest procedures is clearly depicted. In this segment the subject is arrested, and you will observe the proceedings up to the point when his case is heard in the juvenile court.

Stop the tape at the conclusion of the interview with Jed Walter, Juvenile Intake Officer and prior to the court case before Master Speaks.

Procedure:

(1) View the arrest sequence in Maryland v. Trouble. Based on this particular arrest, help students understand the significance of the Miranda Warning.

(2) Discuss the specific elements which are contained within the "rights" that are read to Tom Trouble when he is arrested.

(3) Stop the tape at the conclusion of the "intake interview" with Jed Walter. At this point you might work with your students in listing the particular steps which are involved in a juvenile arrest. After such a list has been generated, have your class place these steps in the correct order.

Variations:

(1) Write the following statement on the blackboard, "The Court Has Handcuffed the Police." Ask students to react to this statement. Following a brief class discussion, assign one of the following readings which deal with the Escobedo and the Miranda Rulings.

The Policeman and the Citizen, pages 19-31
Crimes and Justice, pages 45-50

For below average readers, use Lessons 12 and 13 on pages 55-73 in Youth Attitudes and Police, West Publishing Co.

(2) Pages 27-51 of Juvenile Problems and Law, West Publishing Co., contain a number of related lessons to use with below average readers.

3. What is the nature of a policeman's job?

a. Police Incidents (Objective 3)

Purpose: This activity is designed to allow students to realistically analyze the nature of daily police activities. Since many students have a gross misconception about the police due to T.V., this activity could be used in conjunction with JR-8, "Warning: This Program May Be Dangerous To Your Health."

Procedure:

(1) Ask the students what kinds of things police do as part of their job. List the responses on the board.

(2) Present the information below and have the students answer the questions below:

CHART OF POLICE ACTIVITIES

Control traffic
Stop and question people
Issue traffic tickets
Interview victims and witnesses
Give first aid
Search crime scenes
Inspect places
Make arrests
Create good relations in community
Testify in court
Give directions
Search and question prisoners
Escort parades
Preserve evidence
Handle mentally disturbed persons
Give information
Watch voting booths on election day
Stop family disputes
Guard visitors, property
Rescue lost persons
Help people who have lost keys
Advise, warn or arrest youngsters
Control crowds
Assist motorists
Handle drunks and alcoholics
Watch school crossings
Make written reports
Pick up stray dogs
Check business licenses
Refer citizen's complaints to proper place
Deal with public nuisances
Recover lost or stolen property

(Adapted from Ralph Green, Geraldine Schaeffer and James O. Finckenauer, "Law Enforcement Training Project - Survey of Community Expectations of Police Services: A Pilot Study - First Report." The New Jersey Training Commission, January, 1969, pp. 16-17)

(a) How does your list compare with the chart?
(b) Identify the five activities that you think take up the most time for a police officer and the five most frequent.
(c) Are there any activities in the chart that you think could be taken over by someone other than the police? Which ones? Why?
(d) Are there any activities that don't appear on the chart that you feel the police should do? Explain.

(3) Distribute JR-9, a chart based on frequency and average time of various police incidents. Have the students analyze the data and answer these questions:

(a) What five incidents require the most time of a police officer?
(b) What five incidents are most frequent?
(c) Generally, what is the relationship between frequency of incidents and average time required? (The more frequent incidents require less time.)
(d) What is the relationship of frequency of incident and seriousness of crime?

(4) Conclude the activity by touching on the distortion of police activity that often occurs on T.V. Also deal with the different nature of police work in Carroll County as compared with New York City.

Variations:

(1) Call the State Police (848-3111) and get similar information on the frequency of calls answered in Carroll County. This would make an excellent comparison!

(2) Refer to pages 28-35 in Community Involvement in Law Education for information about field trips.

(3) Have a police officer complete JR-8 and use it as a basis for his presentation to the students. Pupils will compare their responses to the officer's and discuss reasons for significant differences.

(4) Show the filmstrip entitled "Law and the Police" from the Youth and Law Series (Doubleday Multimedia). This filmstrip shows the variety of situations which the police encounter during a typical day that test their knowledge of the law.

A good follow-up might be to discuss the qualifications required of candidates for police work, the salary and benefits they can expect and the variety of assignments available to policemen. Discuss the pros as well as the cons.

(5) "What's It Like to be a Policeman", MV Newslab 20, is available from the Resource Center.

(6) Pages 100-101 of State and Local Government, Scholastic Book Services, is an appropriate reading selection.

b. Would You Make A Good Police Officer? Rate Yourself (Objective 3, Low ability)

Purpose: This activity allows the student to consider a variety of police situations, identify an action to be taken, and evaluate his/her responses. This may be used in conjunction with "Police Patrol," an activity suggested to culminate this experience.

Procedure:

(1) Distribute JR-10 and have the students respond to the items.

(2) Pass out JR-11. Have the students check their answers and rate themselves.

Variation:

This activity could be done in a small group or with the assistance of a police officer.

Source: "Police-Student Relations Project," Phyllis McDonald, Director

c. Latent Fingerprints

Purpose: This activity is designed to give the students first-hand experience with one investigative task of the police, lifting fingerprints. The care and exactness required to accomplish this task correctly may increase the students' respect for the skills needed to be a policeman, and emphasize the scientific nature of criminal investigation.

Procedure:

(1) Tell the class that someone stole your keys yesterday, then got in your classroom last night and stole, of all things, your gradebook. Ask them how the criminal can be traced. Explain that today's activity deals with one aspect of scientific criminal investigation, that of lifting latent fingerprints.

(2) Show the filmloop, "Latent Fingerprints" from the Police-Student Relations Project, Phyllis McDonald, Director. It contains an overview of the process.

(3) Divide the class into groups of four or five and have them practice lifting prints. JR-12 contains a materials list and do's and don't's for lifting prints. It would be ideal to have a police officer serve as a resource person.

(4) Re-group and discuss how fingerprints may be used in criminal investigation.

(5) Project JR-13a as a transparency on an overhead projector. Use it to take a survey as to what kinds of materials prints can be lifted from. Speculate what kinds of crimes might be related to the materials. Discuss the answers contained on JR-13b.

(6) To conclude, discuss the limitations that fingerprints have when used in an investigation. Examples of limitations are that many criminals wear gloves, it takes at least four or five good prints for positive identification, and first offenders prints aren't on record yet.

Source: "Police-Student Relations Project," Phyllis McDonald, Director.

Variation:

Contact the State Police at 848-3111 and arrange for the Mobile Crime Lab to be available for your class.

Materials: JR-12, 13a, 13b and the fingerprint kits.

d. Police Patrol: Simulation (Objective 3)

The following lesson plan was developed by Vince Parnell during the July 1975 teacher training workshop in Law-Related Education.

Topic: Police: Who Are They?

Topical Question: How do police officers react emotionally during the performance of their duties? What stereotypes does the public establish for police officers?

Time: One class period

Materials: Police Patrol Simulation,* Resource (Police Officers)

Rationale: To help students identify the emotions a police officer may experience in the performance of his/her duty.

Content: Students play the roles of police officers experiencing the officer's emotions and receiving feedback from the class on how they see the role of the police officer in society.

Objectives: At the end of this lesson, students should be able to:

1. Identify some emotions they experienced while participating in the simulation.
2. State reasons why the police officer must question or investigate according to certain procedures.
3. Clarify (either orally or in writing) the role of the police officer in today's society.

Procedures: 1. Teacher administers an attitudinal survey to measure student feelings about police officers. (Results are tabulated for use at end of lesson.) Survey questions are collected and some questions from survey can be used for class discussion.

(NO NAMES PLEASE)

SURVEY OF ATTITUDES

These questions have been developed to measure class feelings about police officers. Place a check mark in the space that best represents your opinion.

1. The police should have the right to use whatever means they deem necessary to capture and punish criminals.

___Definitely Agree
___Undecided, Probably Agree
___Undecided, Probably Disagree
___Definitely Disagree

---

*Police Patrol: Simulation. Todd Clark, Constitutional Rights Foundation Los Angeles, California, available from Don Vetter.

2. Do you think the police treat all people alike?

___Definitely Agree ___Undecided, Probably Disagree
___Undecided, Probably Agree ___Definitely Disagree

3. Do you think people would be better off without police?

___Definitely Agree ___Undecided, Probably Disagree
___Undecided, Probably Agree ___Definitely Disagree

4. Would you call the police if you saw a store being robbed?

___Definitely Agree ___Undecided, Probably Disagree
___Undecided, Probably Agree ___Definitely Disagree

5. Would you like to be a policeman?

___Yes ___No ___Not Sure

6. Are the police criticized too much?

___Yes ___No ___Not Sure

7. Are policemen pretty nice people?

___Yes ___No ___Not Sure

8. Do the police have it in for young people?

___Yes ___No ___Not Sure

9. Would you call the police if you were being attacked?

___Yes ___No ___Not Sure

10. Do you think the police give you a chance to explain?

___Yes ___No ___Not Sure

2. A Police Patrol Simulation is conducted. Teacher divides students into groups of four to six members. ALL materials needed are found in the simulation.

   a. As teacher goes over the simulation, he lists on the board the emotions felt by the students.

How Officer Felt	How Officer Should Have Been
1.	1.
2.	2.
3.	3.
4.	4.

3. Teacher readministers the attitudinal survey and tabulates results immediately, comparing the results of the first and second surveys. (There may not be any change, but if there is, class discussion should center on reasons why these changes occurred.)

4. To enrich this activity, invite a police officer to observe the simulation and participate in the debrief.

   Chief Sam Leppo, Westminster City Police
   848-9000

   Sergeant David Taylor, Maryland State Police
   848-3111

E. Resources

1. Teacher Resources

   a. Hiberman and Vetter, Maryland v. Trouble, Carroll County Public Schools, 1976.

   b. Vetter and Vigliotti, Community Involvement in Law Education, Carroll County Public Schools, 1977.

   c. Vetter and Paradis, Involvement, A Practical Handbook for Teachers (Secondary Level), Law-Related Education Program for the Schools of Maryland, 1976.

2. Student Resources

   a. Seagraves, McDaniel, and Truce, You Can Change the Law: Rules and Rights, Fearon Publishers, 1973.

   b. Riekes and Mahe, Youth Attitudes and Police, West Publishing Company, 1975.

   c. Ratcliffe, Crimes and Justice, Houghton Mifflin, 1974.

   d. State and Local Government, Scholastic, 1977.

3. Audio-Visual Materials

   a. Filmstrips Kits

      (1) Teenagers and the Police, K-263

      (2) Enforcing the Law, K-620

      (3) Juvenile Thief, Guidance Associates Filmstrips

   b. Filmloop, "Latent Fingerprints," available from Don Vetter, 848-8280.

   c. Videotape, Maryland v. Trouble, available from Don Vetter, 848-8280.

   d. F-65B, Cops: Who Needs Them?

   e. Videotape, "What's It Like To Be A Policeman," MV Newslab 20, Resource Center.

4. Simulation: Clark, Todd, Police Patrol, available from Don Vetter, 848-8280.

I THINK POLICE ARE . . .
STUDENT RESOURCE

Directions: For each of the ten statements about police, place the response that indicates the extent to which you agree or disagree with the statement.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

_____1. Police have a pretty tough job in our society; therefore, they should not be criticized so much by the media or public.

_____2. The police should have the power to do whatever is necessary to capture suspected criminals.

_____3. Women police officers should not be stationed in high crime areas because there is a chance that they may lose their lives.

_____4. Despite the dangers involved in police work, I would still like to be a police officer.

_____5. Police in the U.S. should not be allowed to carry guns because some of them are trigger happy.

_____6. Black police officers should be recruited to work in the black areas of cities because they will command more respect than white police officers.

_____7. Police salaries should be more than they are because of the many dangers they face each day.

_____8. I would not mind if my husband/wife or mother/father were a police officer.

_____9. If police feel they are not paid enough, they should be allowed to strike for better salaries and working conditions without fear of losing their jobs after the strike is settled.

_____10. Police should have to live in the city or county in which they work as a requirement for keeping their job.

WARNING: THIS PROGRAM MAY BE DANGEROUS TO YOUR MENTAL HEALTH

1. List at least five police shows that, in your opinion, are overly violent.

2. Do these shows really reflect our society, its police and the problems they confront? (List each separately)

3. What impressions do we get about policemen from watching TV police shows? (Give three general impressions).

4. In your opinion, do most TV police shows help or harm the public image of our policemen?

5. List five types of police duties that are performed every day by policemen that generally are not depicted on TV shows. Why are they left out?

Rookies

Policewoman

Police Story

FBI

Dragnet

Adam-12

Baretta

McMillian

Dan August

Christie Love

Toma

Kojak

McCloud

Mod Squad

Barney Miller

Streets of San Francisco

Hawaii Five-O

Columbo

Get Smart

SWAT

Harry-O

Chopper

Starsky & Hutch

Perry Mason

Serpico

Ironside

Gunsmoke

Most Wanted

Highway Patrol

Caribe

Hec Ramsey

Charlie's Angels

POLICE INCIDENTS

Incidents in the 20th Precinct, New York City Police Department ranked in order of total time spent per incident, 1967-68

Incident Type	Number of Incidents	Total Time (in minutes)	Average Time (in minutes)
1. Sick	4,552	202,143	44.4
2. Other	5,629	162,310	28.8
3. Other misdemeanors	1,190	106,034	89.1
4. Dispute	3,582	106,016	29.6
5. Burglary	2,581	104,881	41.7
6. Unfounded	5,132	102,881	20.7
7. Dead on arrival	402	60,126	149.8
8. Injured	1,170	46,063	41.1
9. Intoxicated person	1,555	41,830	25.9
10. Disorderly groups	1,693	37,780	22.3
11. Robbery	512	33,476	65.4
12. Auto accident	547	32,943	60.2
13. Alarm of fire	1,013	32,483	30.0
14. Felonious assault	309	26,982	87.3
15. Auto accident-injury	285	25,334	88.6
16. Larceny from auto	514	17,579	34.2
17. Malicious mischief	435	16,261	37.4
18. Utility trouble	378	14,502	38.4
19. Narcotics	59	13,582	230.2
20. Auto larceny	104	12,556	120.7
21. Grand larceny	235	11,598	49.4
22. Other felonies	64	9,559	149.4
23. Motor vehicle recovered	73	7,221	98.8
24. Traffic violation	270	7,201	27.1
25. Vehicles mechanical trouble	210	7,201	35.8
26. Accidental alarm	264	6,873	26.0
27. Grand larceny - pocketbook snatch	130	6,366	48.9
28. Auto safety check	126	4,175	33.1
29. Prowler	121	3,549	29.3
30. Dangerous condition	81	3,510	43.0
31. Found persons	46	2,802	60.9
32. Auto accident-serious injury or death	13	2,587	199.0
33. Arrest-serving summons	81	2,480	30.6
34. False alarm of fire	86	1,865	21.7
35. Property recovered	35	1,848	52.8
36. Homicide	6	1,744	290.6
37. Rape	29	1,622	55.9
38. Weapons	9	1,298	144.2
39. Missing persons	24	1,096	45.7
40. Prostitution	7	1,090	155.7
41. Attempted suicide	13	1,056	81.2
42. Gambling	7	813	116.1
43. Traffic court warrents	40	713	17.8
44. Suicide	6	607	101.2
45. ABC violation	5	160	32.0

This chart is taken from "Police Training and Performance Study," U.S. Department of Justice, Law Enforcement Assistance Administration National Institute of Law Enforcement and Criminal Justice, Wash., D.C. September, 1970, page 15.

WOULD YOU MAKE A GOOD POLICE OFFICER?

Rate Yourself on This Test

IF YOU WERE A PATROL OFFICER, HOW WOULD YOU REACT TO EACH OF THE FOLLOWING SITUATIONS? CHECK ONE.

1. You find a three year old crying on the street. Do you:

   A. _____Walk fast, in the other direction, while plugging your ears.

   B. _____Give him 15 cents and tell him to go call his mother - when he gets tall enough to reach the phone.

   C. _____Talk to him patiently. Some three year olds know their street address. If he can give the information, check with Police Emergency.

2. How long can you wait patiently?

   A. _____Can sit through a class period without day dreaming or getting fidgety.

   B. _____Can stand still long enough to hear directions to the nearest party.

   C. _____Can sit in the car without chewing on a leather notebook until arriving at McDonald's.

3. Do you like to make decisions? Try One? You are alone sitting in the back of a van which is stopped to load some materials. For some reason the vehicle begins to roll down the hill in front of you.

   A. _____Do you roll to the front and try to grab the brake or

   B. _____Jump out the back door.

   You're in a store and happen to see a guy who lives on your street steal a lady's wallet containing her week's food money. Do you

   C. _____Walk away or

   D. _____Tell the lady, who by now is discussing it with the security guard.

4. You were supposed to go to a party Saturday night but had to work overtime because just as you were preparing to go off-duty a robbery occurred in your area.

   A. _____Try to talk your partner into handling the case (he never goes to parties anyway)

   B. _____Say, "Hey that's my beat!" Move feet!

   C. _____Handle the robbery but grumble a lot.

   D. _____Go home anyway, to get ready to go to the party (you can't catch every criminal).

5. You were just sitting down to watch ______________________________.
(Name of your favorite TV show)
Your neighbor knocks on the door and yells that his car was stolen; you're a police officer do something!

A. _____Go to your take-home car, radio Police Emergency and then drive around the immediate area to see if you spot the stolen vehicle.

B. _____Slam the door and turn off the lights - after all - you are off duty.

C. _____Give him the number of the Police Emergency and maybe even hold the phone while he dials.

D. _____Invite him to have a bologna sandwich and watch the TV show; whoever stole the car is in the next state by now anyway.

6. You're at a neat party. The man you're talking to discovers you're a police officer. He draws you aside and in a whispered voice tells you about a speeding ticket he just received. At the end of the story he asks if you think its fair.

A. _____You spill your coke on him and leave quickly.

B. _____You are off duty and don't like to discuss police work when you are out of uniform.

C. _____You sympathize with the man but do not think it would be appropriate to pass judgement on a fellow officer.

D. _____Agree the turkey was unfair and speeding rules are for old ladies. You'll see if you can fix the ticket.

7. Your best friend was busted. He calls you and says, "Get me off this rap, or I'll never speak to you again."

A. _____You patiently explain that you cannot interfere with the Criminal Justice System, but are willing to help in any other reasonable way he can suggest.

B. _____You offer to come down to the station and bring him a ham sandwich.

C. _____You offer to call a good lawyer you know.

D. _____You give him another ticket for threatening a police officer.

8. A very good friend calls to invite you to a party. He explains that he knows that some of his friends engage in illegal activities from time to time. He asks how he should handle the problem since you are a police officer.

A. _____You advise him of his rights and tell him you will be there to put the cuffs on within five minutes.

B. _____You recommend that he not invite those friends the same evening as you.

C. _____You tell him you'll accept his invitation, but he is to advise his friends not to do anything illegal in front of you.

D. _____You ... (You supply the answer to this one - how would you handle it?)

9. You are driving to the shopping center dressed in jeans and a T-shirt in your take-home cruiser. A citizen stares at you, puzzled, and points a finger at you.

A. _____You smile and wave. If the citizen still appears distressed, you stopand explain your police department's policy on take-home cruisers.

B. _____You smile and wave and continue on to the shopping center.

C. _____You stare straight ahead and pretend you are adjusting the radio.

D. _____You roll down the window and yell: "What're you staring at, Buddy?"

10. Would you make a good detective? Can you solve the puzzles?

A. What's the name of the device used to help people see through brick walls? ______________________________

B. What's the word that you can pronounce faster by adding a syllable?

____

C. Three heavy ladies walking down the street suddenly crowd under a small umbrella, yet not one of them gets wet. How come? (They don't stand on each others shoulders!) ______________________________

D. What is the one word that almost everybody usually pronounces wrong?

____

E. A farmer had 17 sheep. All but nine die. How many did he have left?

____

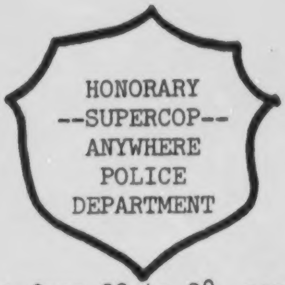
Source: Student-Police Relations Project, Phyllis McDonald, Director.

ANSWER KEY TO "RATE YOURSELF"

ITEM NUMBER/POINTS	SCORE
1) A. 1, B. 2, C. 3	
2) A. 3, B. 1, C. 2	
3) A. 2, B. 1, C. 1, D. 2	
4) A. 2, B. 4, C. 3, D. 1	
5) A. 4, B. 1, C. 3, D. 2	
6) A. 1, B. 3, C. 4, D. 2	
7) A. 4, B. 2, C. 3, D. 1	
8) A. 1, B. 2, C. 3, D. 4	
9) A. 4, B. 3, C. 3, D. 1	
10) Give yourself 2 points for each correct answer	
A. a hole	
B. fast	
C. it wasn't raining	
D. wrong	
E. nine	

If your total score was from 44 to 49, cut out the badge,

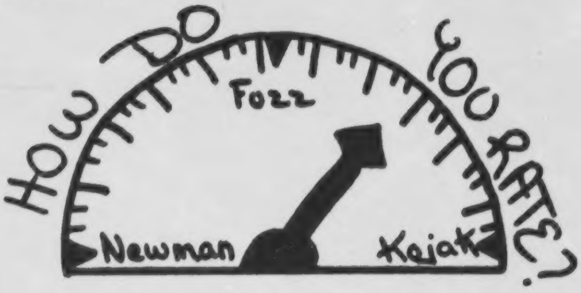
YOU'RE ALREADY A SUPERCOP!


HONORARY
--SUPERCOP--
ANYWHERE
POLICE
DEPARTMENT

If your total score was from 32 to 38, consider yourself a threat to James Bond or Kojak. You're going to make it!

If your total score was from 22 to 31, Elmer Fuzz, maybe!

If your total score was below 22 you get the Alfred E. Newman, YOU-GOT-TO-TRY-HARDER AWARD!

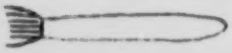

HOW DO YOU RATE?
Fuzz
Newman
Kojak

Source: Police-Student Relations Project, Phyllis McDonald, Director

INSTRUCTIONS: USE OF LATENT FINGERPRINT KIT

I. Your kit should contain:;

A. An encased dusting brush



B. (1) Container of volcanic dusting powder

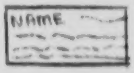
Dusting
Powder

C. (1) Container of print tape

D. (1) Pair of scissors

E. Magnifying glass

F. Fingerprint information cards



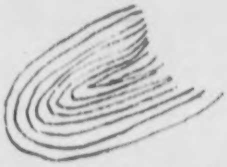
II. After checking your kit, review the DO'S AND DON'T'S of Print Lifting.

Don't's

1. Don't touch area to be "dusted".
2. Don't use too much powder.
3. Don't rub the area with your brush.
4. Don't cut lifting tape before lifting the print.

III. Do's

1. Do decide on the area to be dusted.
2. Do place tape, dusting powder, brush and scissors near your working area, along with the print card.
3. Do be as neat as possible.
4. Do dust the print area lightly to raise the print.
5. Do unroll your tape and tuck the end under.
6. Do spread your tape smoothly over print from left to right.
7. Do lift tape from left to right and place this portion of tape on fingerprint card.
8. Do cut the tape at the right of fingerprint card.
9. Do record the object and surrounding, time, date, and your name on the fingerprint card.
10. Do put the card in your print box, and congratulate yourself for lifting a perfect "Latent Print."



Source: Police-Student Relations Project, Phyllis McDonald, Director.

LATENT FINGERPRINTS: WHAT KIND OF MATERIALS?

OPINION POLL

	Yes	No
BLOOD	____	____
CLOTH	____	____
COW HORNS	____	____
GLASS/MIRRORS	____	____
LEATHER	____	____
METAL	____	____
PAPER	____	____
PLASTIC BAGS	____	____
RAW WOOD	____	____
FINISHED WOOD	____	____
RUBBER	____	____
SKIN	____	____

Source: Police-Student Relations Project, Phyllis McDonald, Director

ANSWERS TO WHAT KIND OF MATERIALS

Believe it or not, methods have been developed so that investigators can lift prints from every material on the list.

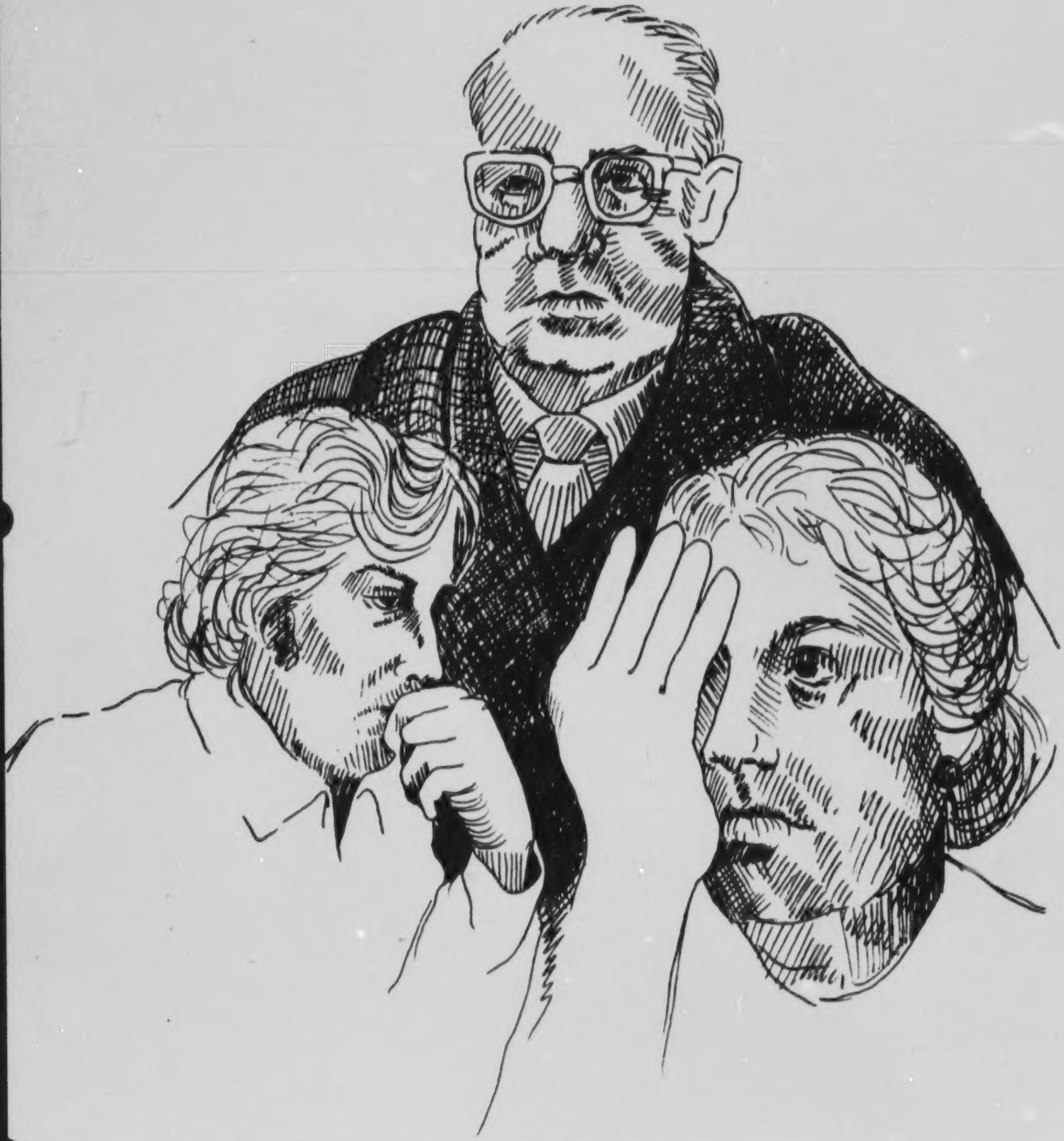
SKIN and CLOTH: It is extremely difficult to detect prints on skin and cloth but useable results have been obtained. A chemical method was developed to lift prints from cloth.

COW HORNS: A Captain in the Arizona State Livestock Sanitary Board (Criminal Investigation Division) was looking for a new method to catch cattle rustlers. He developed a chemical method for lifting prints from cow horns.

PLASTIC BAGS: Drug investigators have conducted considerable experimentations and finally discovered a satisfactory method of lifting prints from all types of bags used to carry marijuana including the thin polyethylene bags used for sandwiches.

Source: Police-Student Relations Project, Phyllis McDonald, Director.

COURTS



Experience III: Juvenile Court System

A. Key Question

What are the differences between juvenile and adult court systems?

B. Purpose

Until the 20th Century, when a juvenile committed a crime, he was tried in adult court. Gradually, states began to develop separate juvenile court systems, until all states had them in 1945. In Maryland, the Juvenile Court is a division of the Circuit Court. Juvenile Court is in some ways similar to and in other ways different from adult court. This experience is designed to explore these differences and similarities - and allow the students to consider the effectiveness of the system.

C. Objectives

Given information pertaining to juvenile court, the student will evaluate it and draw a comparison with the adult court system.

1. The student will list the steps involved in a juvenile hearing.
2. The student will recognize and correctly use words and phrases associated with the juvenile justice system.
3. The student will analyze the differences between the juvenile court proceedings in order to draw a comparison.
4. The student will examine information about the juvenile court system, judge its effectiveness, and suggest possible improvements.

D. Suggested Activities

1. What steps are involved in a juvenile hearing?

   a. Maryland v. Trouble, Part III (Objective 1)

   Purpose: This part of the tape focuses on the trial of Tom Trouble. It is called an adjudicatory hearing. After his guilt is determined, a dispositional hearing is held to decide what should be done with the delinquent juvenile.

   Procedure:

   (1) Ask the class if anyone knows how many times a typical juvenile case comes before the officials of the court. During this period of speculation, introduce such words as preliminary hearing, adjudicatory hearing and the dispositional hearing.

   (2) Show the adjudicatory hearing from Maryland v. Trouble. Pause at this point to clarify the nature of the process which has just been seen and introduce the dispositional hearing.

   (3) After the class has established that they understand the distinction between the two hearings, proceed by showing the dispositional hearing from the videotape program.

   b. Juris (Objective 1, Higher Ability)

   Purpose: This activity is provided as an alternative or extension activity for the Maryland v. Trouble videotape.

   Procedure:

   (1) Refer to the Interact simulation Juris, K-538 from the Resource Center, pages 10 and 11, for a description of the steps in a juvenile hearing.

   (2) Case studies in juvenile law are provided in the teacher's guide pages 6-9, for student analysis.

   Variation:

   These case studies lend themselves to small group applications for more able students.

   Materials Needed: Juris, available from Don Vetter, or K-538 from the Resource Center.

c. Due Process (Objectives 1, 2, 3)

Purpose: Pupils will understand the sequence of steps in juvenile arrest procedures and be able to distinguish between juvenile and adult court processes.

Procedure:

(1) Ask students to formulate a list of steps that follow arrest which constitute "due process." After the class has formulated its response, direct the students to pages 18-19 in You've Been Arrested. This reading takes the student through the various stages of "due process." In addition, a number of key words are introduced and defined.

(2) After you have finished with the above scheme, use the chart "When Juveniles Violate Maryland State Law" to compare the "due process" flow for juveniles with the list previously examined. Note differences between the two charts and discuss reasons for those differences. See Student Resource JR-14.

(3) Assign "When A Juvenile Violates Maryland State Law" (JR-15) which is a description of the categories of juveniles who are petitioned to court.

d. Sequencing the Steps

Purpose: This activity provides for application of the students' knowledge of the steps in a juvenile hearing by asking them to sequence the steps.

Procedure:

(1) Prepare two sets of envelopes for use with the class.

  (a) The "A" envelopes should contain slips of paper with the names of the steps in a juvenile hearing.
  (b) The "B" envelopes should contain the description of the steps in a juvenile hearing.

(2) Divide the class into groups of three each. Give each group envelope A and have them properly sequence the steps in a juvenile hearing.

(3) Distribute envelope B and have the students match the proper descriptions with the steps.

(4) As a culmination, have students prepare a chart showing the proper sequence of steps. On the back, you may wish to have them describe each of the steps.

Materials Needed: Envelopes and prepared contents.

2. What terms are important to know about the juvenile justice system?

a. Juvenile Justice System Vocabulary (Objective 2)

Purpose: Our justice system has its own peculiar jargon. Since the students are familiar with adult legal proceedings and terminology from the "Judicial Branch of Government" experience, this activity provides a list of vocabulary words from the juvenile justice system.

Procedure:

(1) JR-16 contains a list of appropriate juvenile justice terms. It may be used as a single vocabulary lesson or as an on-going part of the class activities.

(2) To reinforce the students knowledge and application of these terms, have them participate in a fun vocabulary activity such as:

(a) Using the terms as the basis for "Jeopardy" or "Hollywood Squares".
(b) Constructing and doing word searches (where the words are hidden among a maze of other letters). This kind of activity is good for students reading below grade level as it reinforces correct spelling.
(c) Doing crossword puzzles.

Variation:

Appoint a "Vocabulary Committee" who, throughout this experience, is responsible for identifying, defining, and providing activities for the vocabulary words.

3. What are the differences between adult court proceedings and juvenile court proceedings?

a. A Comparison (Objectives 1 and 3)

Purpose: This activity is designed to compare and contrast the court proceedings on the two levels and have the students consider the reasons for the differences.

Procedure:

(1) Have the student list the steps in an adult trial from arrest through verdict. This is review from the "Judicial Branch of Government" experience. Also see JR-17a.

(2) Have the students outline the steps involved in a juvenile hearing. See JR-14 and JR-17b.

(3) Divide the class into small groups and have them make up lists of differences and similarities between the two kinds of court proceedings.

(4) Regroup and review the results of their lists. Focus the discussion on the reasons for the differences.

Variation:

(1) Have several artistically gifted students create charts or transparencies of the two kinds of court proceedings.

(2) Show "Juvenile v. Adult Arrest," a slide tape presentation developed by the Police-Student Relations Project, Phyllis McDonald, Director. Have the students keep parallel charts of the steps in the two cases, then draw a comparison.

(3) Some students may be interested in researching the evolution of the separate juvenile justice concept and the reasons for its existence.

(4) Invite a speaker to discuss the differences between the two courts. Review Community Involvement in Law Education for a list of possible speakers.

b. The Case of Jerry Gault (Objective 3)

Purpose: The Supreme Court decided in the 1967 case of "In re Gault" that juveniles being tried as delinquents and in danger of losing their freedom are entitled to many of the same rights as adult defendants.

Procedure:

(1) Have students read student resource JR-18 and answer the two questions at the end. The answer to number two is that the U.S. Supreme Court voted 8 to 1 to back Justice Fortas. Jerry was set free. He had spent three years in the Arizona State Industrial School.

(2) Make a transparency of JR-19. First have pupils individually complete the questions about Columns (A) and (B). Then discuss the answers with the class as a whole.

CORRECT ANSWERS

Column (A): a, b, c, d, e, f, h
Column (B): a, b, c, f

The reasons the four left over rights do not apply should be examined in an open-ended discussion.

c. Changes in the Juvenile Justice System (Objective 4, Average and Higher Ability)

Purpose: This activity provides information about how the juvenile justice system has changed over the years.

Procedure:

(1) Teacher should place the following historical facts, regarding past practices in dealing with juveniles, on the chalkboard, or overhead, and discuss "how things used to be."

(a) Prior to 20th Century very little 'special' treatment, juveniles were tried and punished the same as adults.
(b) Some juveniles were literally sentenced to death and executed.
(c) Juveniles were housed with adults (Young beggars or petty thief right beside of adult murderers) in 'filthy' places.
(d) Deported 'overseas' where they worked without pay.
(e) 20th Century brought some changes which introduced 'special' treatment.
(f) Industrial and reform schools developed.

(g) Away from adults for treatment.
(h) Developed Juvenile Court System (1899). The new approach was "to not look at the act but at the kid".
(i) Introduced the term 'Delinquent' as opposed to 'Guilty'.
(j) Judge becomes main decision maker; informality and relaxed atmosphere evolved.
(k) No 'remain silent' right for juveniles.
(l) No guaranteed lawyer.

A more detailed explanation of this information is available in Juvenile Justice pages 19-29 (Boyarsky, 1977).

(2) Utilizing pages 30-39 of Juvenile Justice, have the students read and answer the questions regarding the changes for the better as is set forth in those three cases.

(3) Provide opportunities for the students to deal with this topic creatively.

(a) Have them make a series of editorial cartoons comparing the juvenile justice system past and present.
(b) Allow several students to write short stories or skits describing what happened to a juvenile sentenced by the adult court system in 1930.
(c) Stage an interview with a juvenile delinquent 20 years ago.
(d) Create a future scenario that compares the juvenile system now with the system in the year 2025.

Materials Needed: Juvenile Justice, Benziger, Inc.

Variation:

With below average readers examine the following sources in completing the activity outlined above.

-State and Local Government, Scholastic: pages 117-124.
-Youth and the Law, Sadlier-Oxford: pages 50-57.
-Juvenile Problems and Law, West Publishing: pages 1-26.

d. Show the film, Juvenile Law: Bill of Rights in Action Series. Through the use of a hypothetical case, this film depicts juvenile court procedures and leads the students to an open-ended discussion concerning the strengths and weaknesses of our juvenile justice system. This film will be available from the Resource Center.

e. A Trip to Juvenile Court (Objective 3)

Purpose: To enable pupils to learn how disputes are settled in juvenile court, arrange a field trip to the juvenile court in Baltimore City.

Procedure:

(1) Make arrangements for the trip by contacting Mr. Lang of the Department of Juvenile Services in Baltimore City, 383-3770.

See pages 28-29 and 36-37 of Community Involvement in Law Education for the names, addresses and telephone numbers of the appropriate contact persons.

(2) Review the functions of the various members of the juvenile court system in Carroll County.

The Juvenile Judge for Carroll County

He is a member of the Circuit Court of Maryland. His job is to pass upon and review the decisions of the juvenile masters.

The Juvenile Masters

They are responsible to the judge for their work. Their job is to hold the hearings where evidence is presented concerning whether a youth was involved in delinquence. They also hold hearings concerning a youth's need for help with personal, health, and family neglect problems.

The Department of Juvenile Services, The Supervisor for Carroll County

She is in charge of the supervision of intake and the supervisor of probation. Her job is to help youths who have problems of all kinds, and if possible, avoid the need to appear before a court.

The Supervisor of Intake of Juvenile Cases

His job is to meet with a youth and his or her parents before a problem is taken to the juvenile masters. He reviews the decisions of the police department about whether a youth has such a serious problem that he must appear in court. He decides whether the problem requires a hearing before the masters or whether it can be solved by other help such as health services, family counseling, or social services.

The Supervisor of Probation of Juvenile Cases

Her job is to provide expert supervision and counseling for youths who the juvenile masters decide have been involved in delinquency but can be helped best while under supervision rather than by being placed in a correctional institution.

(3) During the trip, have students determine the differences between the Carroll County and Baltimore City juvenile systems. Discuss the reasons for these differences.

Variation:

Use Student Resource JR-20a, "For Students Who Missed the Field Trip," and JR-20b and c, "Typical Juvenile Case."

f. The Intake Hearing (Objective 4)

Purpose: This activity is designed to serve as a valuable follow-up to your trip to juvenile court or the reading "Typical Juvenile Case." It is essential that you emphasize the importance of the intake hearing and the role of the intake officer. Only 39 percent of cases handled by the Maryland Juvenile Services Administration (JSA) in 1977 received formal court action. The other 61 percent were handled at intake.

Procedure:

(1) Review the section on JR-20b and c which clarifies the purpose of the intake hearing and the role of the intake officer. Emphasize the six options available to the intake officer as s/he conducts the preliminary investigation. Tell students that 61 percent of all cases considered by the JSA in 1977 were handled at intake.

(2) Have the class brainstorm for two or three minutes about the factors an intake officer should consider in making an intake decision. List all ideas on the chalkboard.

(3) Distribute "Factors to Be Considered in Making an Intake Decision" (JR-21). Compare the list suggested by the pupils with the factors outlined by the Maryland Juvenile Services Administration. Review the 11 factors listed on JR-21 and clarify any terms which are not clear to the students.

(4) Distribute "Cases for Intake Hearing" (JR-22) and review the directions very carefully. Have the pupils recommend one (or more) of the available options and support their choices on the basis of the factors listed on JR-21. The recommendations of one representative of the JSA are:

(a) Case 1: Petition as delinquent and place in detention

(b) Case 2: Petition as CINS and place in shelter home

(c) Case 3: 90 day informal supervision

(d) Case 4: 90 day informal supervision

(e) Case 5: Community counseling

These are only the opinion of one person and should not be viewed as the correct answers. As you discuss each case, focus on the reasons for each recommendation. Raise probing questions which force pupils to consider why each recommendation is appropriate or inappropriate.

(5) It would be ideal to have an intake officer assist in this activity. Call Mrs. Arla Ely at the Carroll County Department of Juvenile Services (876-1251) to request the assistance of JSA.

Variation:

(1) Have pupils work on the five cases in small groups of five or six. The recommendations of each group could be plotted on a group consensus sheet. See JR-23 for a sample of a chart which could be made into a transparency or drawn on the chalkboard. A representative of each group should describe the reasons for each recommendation. This should be an excellent stimulus for discussion.

(2) First have the pupils complete the cases individually. Then organize small groups and have them reach consensus on the recommendation for each case. Debrief following the suggestions in Variation (1) above.

4. How could the juvenile court system be improved?

a. Suggestions for Improvement (Objective 4)

Purpose: After careful examination of the juvenile justice system and a comparison with the adult system, this activity provides an opportunity to suggest ways to improve the system.

Procedure:

(1) Ask the class how effective they think the juvenile court system is. Discuss this for several minutes, stressing the need to support their opinions. Tell them that today they'll have the opportunity to consider the effectiveness of the system and to suggest changes.

(2) Divide the class into groups of four each. Inform them that they are on the Juvenile Justice Advisory Committee appointed by the Governor. Their task is to analyze, evaluate and suggest improvements for the juvenile court system.

(3) Have the group list the strengths and weaknesses of the juvenile court system. After an analysis of these, have them suggest changes in the form of bills to be submitted to the state legislature.

(4) Regroup and consider the bills and the reasons for them as a whole class. You may wish to take a straw-vote to see which bills would gain approval by the class.

(5) Have several students write letters to their State Senator and Delegate urging consideration of their "bills."

(6) See Teacher's Resource JR-24 for the actual recommendations of the Maryland Juvenile Justice Commission and of Judge Robert I. H. Hammerman.

Variations:

(1) Invite the Juvenile Judge and/or several local attorneys as guest speakers to provide more information for this activity. See Community Involvement for names and telephone numbers.

(2) Pages 124-125 in State and Local Government, Scholastic Book Services, have several suggestions for change in the juvenile court system.

(3) Conduct a class debate on the subject, "Should the right to trial by jury be given to juveniles?" Here are some suggested steps:

  (a) Have the entire class read page 58 in Juvenile Problems and Law.

  (b) Ask for a show of hands in order to determine how your class is split on the issue.

  (c) Break the class into groups of 5-6 students that have the same position on the issue and have them prepare for a debate by considering the questions on page 59.

  (d) Separate the class into the two positions and review the format for the debate.

  (e) Debrief the activity using pages 60-61.

(4) The following readings from You've Been Arrested provide an excellent point from which to discuss juvenile justice reform:

"Reform" - pages 39-40
"Not Liberty But Custody" - pages 40-44
"More or Less Justice" - pages 45-57

(5) An excellent case study can be found in the Bill of Rights Newsletter--Spring, 1973. The "Donny Curtis Case" illustrates many of the frustrations which are associated with the juvenile justice system. There are several places in the story where you should break for discussion of the problems that face the participants.

Following the case you might invite some of the following people to discuss the problems which were obvious in this case:

Master Robert Speaks, Juvenile Court	848-1242
Mrs. Arla Ely, Carroll County Department of Juvenile Services	848-4295
Carroll County Youth Service Bureau	848-2500
L. Ronald Harmel, Intake Consultant Juvenile Court Service	465-5000 ext. 331

(6) Have lower ability students read pages 21-22 of Juvenile Problems and the Law. Ask them to choose two statements from page 22 and explain how the juvenile justice system reflects that opinion. Also examine pages 63-71.

b. Juvenile Judge

Purpose: This activity provides insight into the job of juvenile judge, the problems s/he faces and changes he would make in the system.

Procedure:

(1) Ask the class what it would be like to be a juvenile judge. Have them identify the hardest part of the job.

(2) Have the class read pages 18 and 32-35 in Youth Crime and Punishment.

(3) Use these guide questions:

(a) What did the judge, in the first reading, say was the hardest part of his job?

(b) What are your reactions to his suggestions for change in the system?

(c) How did Judge Conway describe the kids he deals with?

(d) How did Judge Conway view the parents of kids in trouble?

(e) How do you react to the quote, "No kid should be punished for the rest of his life for one mistake."

(4) Distribute "Is Jail the Answer?" (JR-25) and discuss the philosophy of Judge Weaver in dealing with delinquent youth.

(a) What are the advantages of her approach to juvenile justice?

(b) What are the disadvantages?

(c) Do you think her approach would be effective in reducing the level of juvenile crime in Carroll County? Why?

Materials Needed: Youth Crime and Punishment

E. Resources

1. Teacher Resources

   a. Hiberman and Vetter, *Maryland v. Trouble*, Carroll County Public Schools, 1976.

   b. Search Visuals: 9: *Courtroom Cases*, Scholastic, 1976.

   c. Vetter and Vigliotti, *Community Involvement in Law Education*, Carroll County Public Schools, 1977.

2. Student Resources

   a. Boyarsky, *Juvenile Justice*, Benziger, 1977.

   b. *State and Local Government*, Scholastic Book Services, 1977.

   c. Schwach and Pollack, *Youth Crime and Punishment*, Xerox Publications, 1976.

   d. Riekes and Mahe, *Juvenile Problems and the Law*, West Publishing Co., 1975.

   e. Cuban, *You've Been Arrested,* Scott Foresman, 1975.

   f. *Bill of Rights Newsletter*, Constitutional Rights Foundation, Spring 1973.

3. Audio-Visual Materials

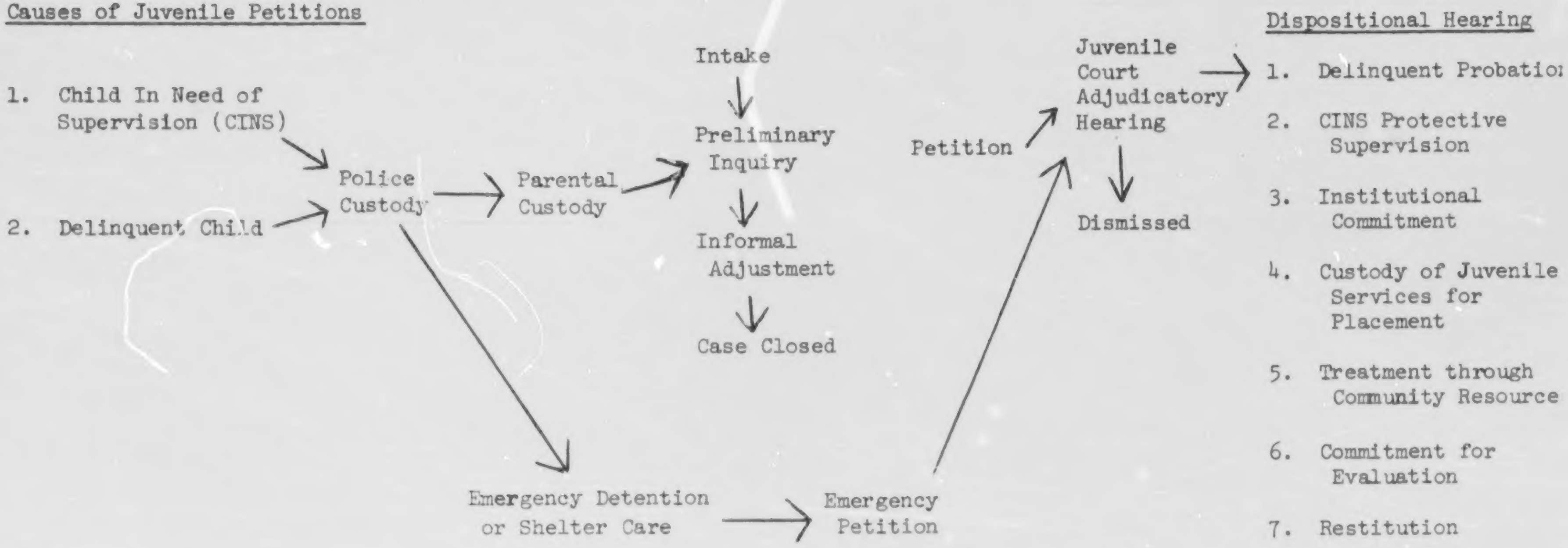
   a. Filmstrip Kit, "Adult and Juvenile Arrest," "Police-Student Relations Project," Dr. Phyllis McDonald, Director, available from Don Vetter.

   c. Film, *Juvenile Law*, available from Resource Center.

4. Simulations

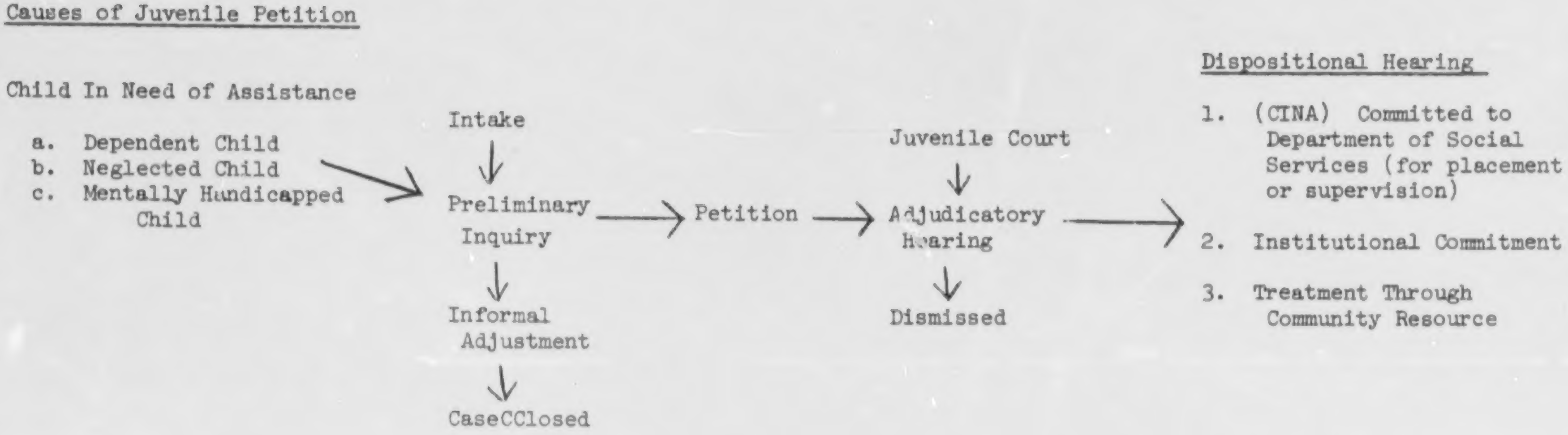
   a. *Juris*, K-538

WHEN JUVENILES VIOLATE MARYLAND STATE LAW


Causes of Juvenile Petitions
1. Child In Need of Supervision (CINS)
2. Delinquent Child
Police Custody
Parental Custody
Intake
Preliminary Inquiry
Informal Adjustment
Case Closed
Emergency Detention or Shelter Care
Emergency Petition
Petition
Juvenile Court Adjudicatory Hearing
Dismissed
Dispositional Hearing
1. Delinquent Probatio
2. CINS Protective Supervision
3. Institutional Commitment
4. Custody of Juvenile Services for Placement
5. Treatment through Community Resource
6. Commitment for Evaluation
7. Restitution

JR-14a

JUVENILES IN NEED OF ASSISTANCE



Causes of Juvenile Petition

Child In Need of Assistance

a. Dependent Child
b. Neglected Child
c. Mentally Handicapped Child

Intake → Preliminary Inquiry → Petition → Adjudicatory Hearing → Dispositional Hearing

Preliminary Inquiry → Informal Adjustment → CaseCClosed

Juvenile Court → Adjudicatory Hearing → Dismissed

Dispositional Hearing

1. (CINA) Committed to Department of Social Services (for placement or supervision)
2. Institutional Commitment
3. Treatment Through Community Resource

JR-14b

WHEN A JUVENILE VIOLATES MARYLAND STATE LAW

Introduction

In Maryland, a juvenile is a person who has not reached his or her eighteenth birthday.

Juvenile offenders are petitioned to Court for being delinquent rather than for a specific crime. A delinquent act refers to those acts which are in violation of Article 66½ of the Annotated Code of Maryland, any other traffic violation, or an act which would be a crime if done by a person who is not a child. The Petition alleging delinquency specifies the facts of a particular offense.

I. Definitions

A. In this subtitle, the following words have the meanings indicated, unless the context of their use indicates otherwise:

B. "Adult" means a person who is 18 years old or older.

C. "Child" means a person under the age of 18 years.

II. "Child in need of assistance" (CINA) is a child who needs the assistance of the court because

A. He is mentally handicapped or is not receiving ordinary and proper care and attention, and

B. His parents, guardian, or custodian are unable or unwilling to give proper care and attention to the child and his problems provided, however, a child shall not be deemed to be in need of assistance for the sole reason he is being furnished nonmedical remedial care and treatment recognized by State law.

III. "Child in need of supervision" (CINS) is a child who needs guidance, treatment, or rehabilitation, because

A. He is required by law to attend school and is habitually truant; or

B. He is habitually disobedient, ungovernable, and beyond the control of the person having custody of him without substantial fault on the part of that person; or

C. He deports himself so as to injure or endanger himself or others; or

D. He has committed an offense applicable only to children.

IV. "Delinquent child' is a child who has committed a delinquent act and requires guidance, treatment, or rehabilitation.

V. "Mentally handicapped child" means a child who is or may be mentally retarded or mentally ill.

JUVENILE JUSTICE TERMINOLOGY

ADJUDICATION: A hearing to decide if the juvenile actually committed the violations of which he or she stands accused.

ADJUDICATORY HEARING: A hearing to determine the truth of the allegations in a petition.

AFTERCARE SUPERVISION: Supervision of a youth in the community following release from a State training school or other facility; provided by a juvenile counselor working out of the local Juvenile Services office.

CHILD IN NEED OF ASSISTANCE: Youth up to age 18 who is dependent; neglected; or mentally retarded, emotionally disturbed, mentally ill and a danger to himself or the community.

CHILD IN NEED OF SUPERVISION (CINS): Youths up to age 18 who commit offenses which are applicable to children, and would not be crimes if committed by adults. These include truancy, running away, and being ungovernable.

COMMITMENT: Transfer of legal custody from parents or guardians to the State.

COMPLAINT: Any charge lodged against a youth by anyone in the community, such as police, parents, school officials, private citiznes, etc.

CUSTODY: Care and keeping of a juvenile.

DEFENSE HEARING: Meeting with legal counsel in order to prepare for or to discuss a pending legal action.

DELINQUENT: Youth up to age 18 who commits an act which would be a crime if committed by an adult.

DETENTION: Temporary care of youths who, pending court disposition, require secure custody for the protection of themselves or the community in physically restricting facilities; can last up to 30 days.

DETENTION HEARING: Court hearing held on first court day following apprehension to determine if youth will be released to parents pending further court action, or will be detained for a maximum of 30 days until the dispositional hearing.

DISPOSITIONAL HEARING: Court hearing to determine if the youth is in need of supervision, treatment, or rehabilitation, and, if so, what type of supervision, treatment, or rehabilitation; follows the adjudicatory hearing; may be a gap of up to 30 days between adjudicatory and dispositional hearings pending diagnosis and evaluation.

DIVERSION: Process of developing community-based programs providing intensive services to children who have already entered the juvenile justice system, in an effort to prevent their further involvement in the court system.

FORMAL CASE: Case for which a petition is prepared and filed requesting court action.

HOLDOVER FACILITIES: Very short-term detention facilities designed for 48-hour temporary care of children pending court review of the facts and determination of the need for continued detention in a children's center of training school detention program.

INFORMAL CASE: Case for which a youth does not appear in court; intake consultant works with the youth, or refers the child to a community-operated counseling, training, or recreation center.

INTAKE HEARING: Hearing with an officer of the court to make a determination if a given case should be taken to court for trial.

INTAKE OFFICER: Juvenile counselor working out of the local Juvenile Services office who screens complaints against youths and determines if the case requires detention, protective supervision, or formal court action; this counselor is the youth's first contact with the juvenile justice system.

JUVENILE: Someone who has not reached his/her eighteenth birthday.

MASTER: Representative of the judge who hears cases assigned by the court; findings and recommendations are reviewed by the judge, who then confirms, modifies, or reverses the decision.

MENTALLY HANDICAPPED: One who has a level of intelligence that does not allow him/her to compete with others of the same age on equal terms or to manage personal affairs with equal prudence.

90-DAY INFORMAL SUPERVISION: Supervision of youth in the community without a court order; youth is supervised by an intake officer.

PETITION: A formal, written request asking that the court take action on a case in the best interest of the public and/or the child.

PROBATION: Court-ordered supervision of a delinquent youth in the community.

PROBATION OFFICER: Juvenile counselor working out of the local Juvenile Services office who supervises a delinquent youth in the community.

PROTECTIVE SUPERVISION: Surrogate home or other supervision provided in the community for a youth found to be a "child in need of supervision".

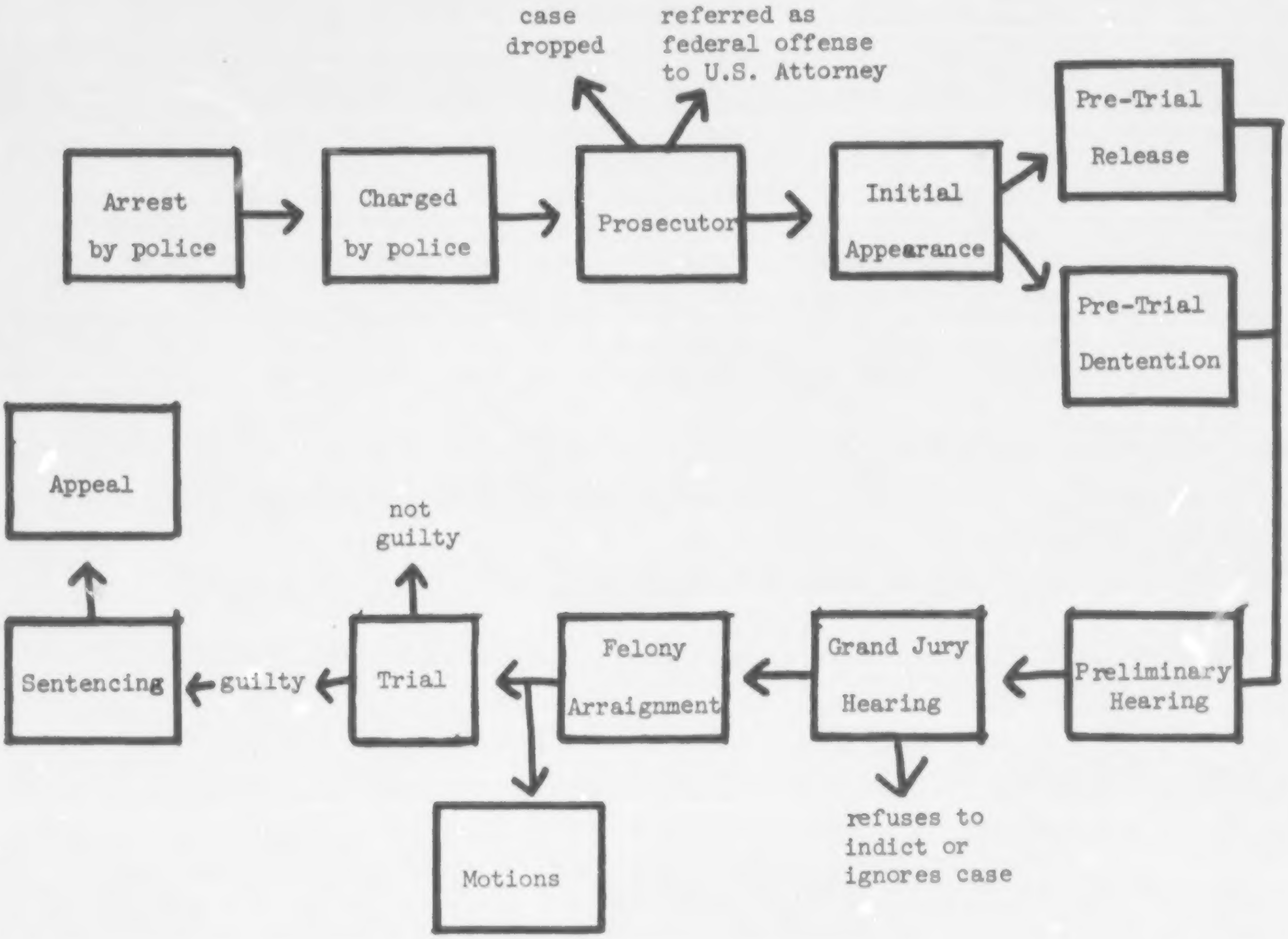
RESTITUTION: Payment for a loss or injury.

SHELTER CARE: Temporary care of youths, pending court disposition, in physically unrestricting facilities, such as a home.

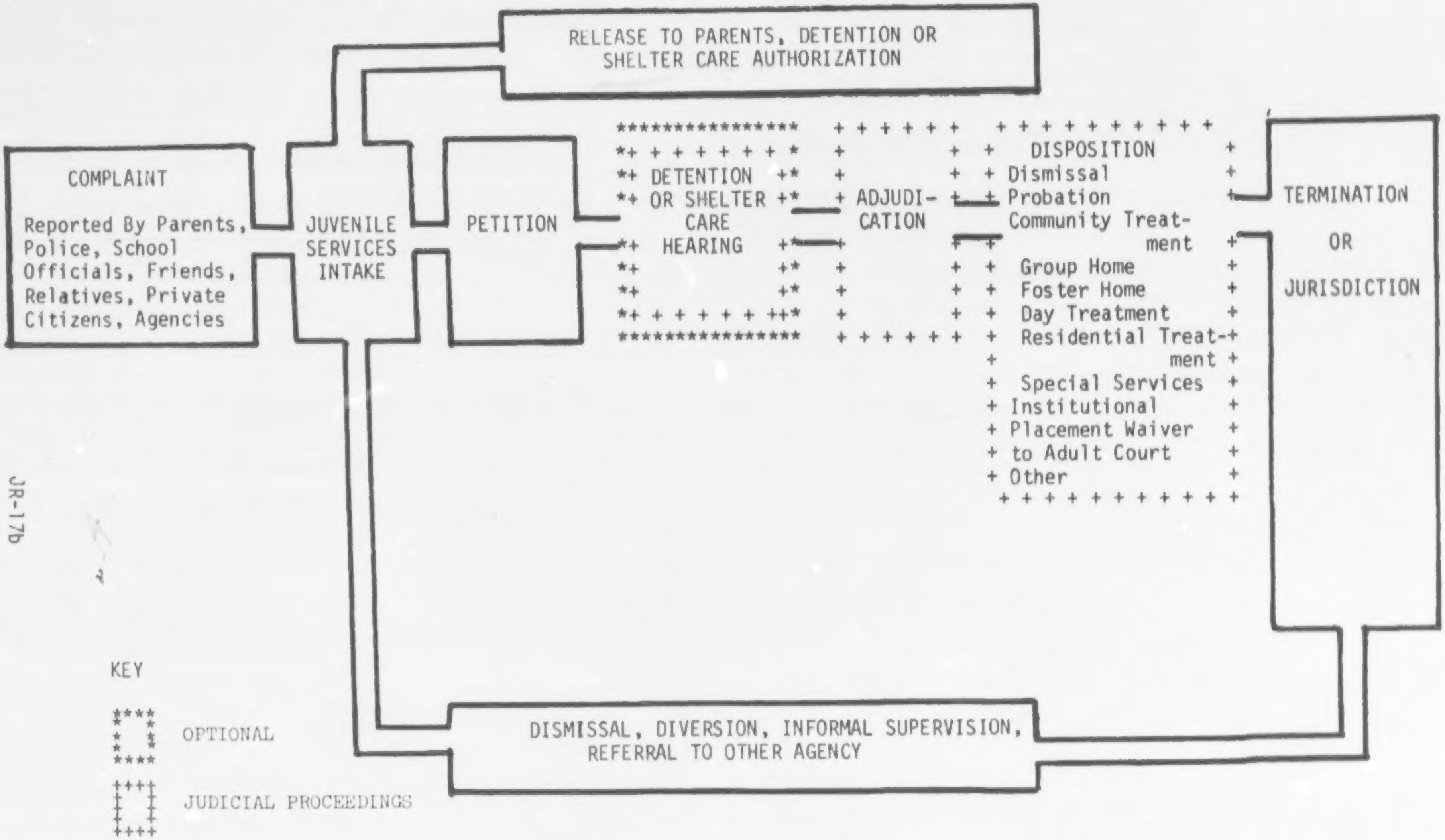
TREATMENT MODALITY: Treatment and rehabilitation process selected for a youth to meet his needs and help resolve the problems that are precipitating anti-social behavior.

WAIVER: Hearing to determine if legal jurisdiction in a case remains in juvenile court, or is waived to adult court; based on age, seriousness of the offense, and the youth's amenability to treatment within programs provided by Juvenile Services.

ADULT CRIMINAL PROCEDURE
IN A TYPICAL STATE COURT


case dropped
referred as federal offense to U.S. Attorney
Arrest by police
Charged by police
Prosecutor
Initial Appearance
Pre-Trial Release
Pre-Trial Dentention
Appeal
not guilty
Sentencing
guilty
Trial
Felony Arraignment
Grand Jury Hearing
Preliminary Hearing
Motions
refuses to indict or ignores case

TYPICAL JUVENILE COURT PROCESS


RELEASE TO PARENTS, DETENTION OR SHELTER CARE AUTHORIZATION
COMPLAINT
Reported By Parents, Police, School Officials, Friends, Relatives, Private Citizens, Agencies
JUVENILE SERVICES INTAKE
PETITION
DETENTION OR SHELTER CARE HEARING
ADJUDICATION
DISPOSITION
Dismissal
Probation
Community Treatment
Group Home
Foster Home
Day Treatment
Residential Treatment
Special Services
Institutional
Placement Waiver to Adult Court
Other
TERMINATION OR JURISDICTION
DISMISSAL, DIVERSION, INFORMAL SUPERVISION, REFERRAL TO OTHER AGENCY
KEY
OPTIONAL
JUDICIAL PROCEEDINGS

JR-17b

FAIRNESS IN JUVENILE COURT

INTRODUCTION

Six years in reform school. That's what the judge gave Jerry Gault in 1964. But Jerry didn't know what law he had broken!

Jerry was 15 years old - and he was scared. As a juvenile (anyone under 18, in Jerry's state), what could he do? What rights did he have?

It took Jerry three years to get answers - from the U.S. Supreme Court. Those answers now affect all young people accused of breaking laws.

Read Jerry's story--and find out how.

Fifteen-year old Gerald Gault was arrested by the police after a neighbor charged him with making an obscene phone call. As Gerald's parents were both at work at the time of the arrest, he was sent to the Children's Detention Home.

When Gerald's parents returned home, they had difficulty finding where he was. When they did, they went immediately to the Detention Home to get him. Authorities there refused to surrender him, telling the parents he would have a hearing the following day.

The next day a probation officer filed a petition saying that Gerald Gault was a delinquent minor. The petition contained no explanatory statements. Gerald's mother and older brother were at the hearing as well as the probation officer and the juvenile court judge. The neighbor who made the accusation was not present. No written record was made of the hearing. The judge made no decision at the time, sending Gerald back to the Detention Home for two or three more days. When he was released, the probation officer sent a note to Gerald's mother saying that further hearings would be held.

At a second hearing, Gerald's parents were present; but the neighbor was not. The judge declared Gerald as a juvenile delinquent and committed him to the State Industrial School "for a period of his minority." Since Gerald was then 15, this sentence made a possible six-year commitment.

Because no records were made, confusion over the testimony was great. Gerald, however, claimed that he did not confess that he made the phone call. All he admitted doing was dialing the number and giving the phone to a friend who did the talking.

Gerald's parents did not feel that he had been treated fairly, and they appealed the case (by habeas corpus). At the hearing on the appeal, the juvenile judge was questioned and was uncertain about what law Gerald had broken. Disturbing the peace? Using lewd language in the presence of another person? Was the boy habitually involved in immoral matters?

The state courts upheld the juvenile court judge's decision to commit Gerald, and this case eventually reached the Supreme Court of the United States.

In 1967, they got the nation's highest court to review the case. The nine Justices of the U.S. Supreme Court listened to Jerry's lawyer. They heard a lawyer defend Arizona's juvenile-court system, too.

Afterwards, the Justices discussed the case. Then, they voted.

Eight Justices based one of the following opinions. In each, a Justice says how he thinks the Bill of Rights should apply to juveniles. Read the opinions. Which one makes the most sense to you?

JUSTICE ABE FORTAS'S OPINION

The Bill of Rights is not for adults alone. Juveniles need its protection, too.

Parts of the Bill of Rights apply to this case. These parts ensure "due process of law."

What does "due process" mean to people accused of lawbreaking? It means that they have the right to expect the government to treat them fairly. Fairness is "due" them - that is, it's owed them as citizens.

The Bill of Rights sets up some basic rules of fairness. The 5th and 6th Amendments to the U.S. Constitution give Jerry the right:

(1) to know the charges against him;
(2) to be told that he can have a lawyer to defend him;
(3) to remain silent, if he wishes;
(4) to see and question his accuser in this case, Mrs. Cook.

The judge in juvenile court did not honor these rights. For this reason, Jerry Gault should be set free.

JUSTICE POTTER STEWART'S OPINION

Our juvenile justice system began in 1899. Before then, children could go on trial in criminal courts at age seven. There, children had the same rights as adults. But they often got the same punishment, too. Sometimes, they were hanged.

In the last 70 years, all this has changed. Our juvenile courts now keep children from being tried--and punished--as criminals.

Juvenile court hearings aren't like criminal trials. Juvenile court judges are expected to act like wise parents. They must have full power to decide what's best for the child. Rules of due process would only tie the hands of these judges.

So, we must support the judge in the Gault case. Jerry Gault should not be set free.

1. Which Justice do you most agree with? Why?
2. Which Justice do you think the Court supported by an 8-1 vote? Why?

THE GAULT CASE

HERE IS A LIST OF RIGHTS OF THE ACCUSED. WHICH OF THEM DID JERRY FEEL HE DIDN'T HAVE AT HIS HEARING? IN COLUMN (A), CHECK OFF THOSE RIGHTS.

THE U.S. SUPREME COURT EXTENDED FOUR RIGHTS TO JERRY AND ALL JUVENILES IN COURT. IN COLUMN (B), CHECK OFF THOSE RIGHTS. WHY MIGHT THE RIGHTS LEFT OVER NOT APPLY IN JUVENILE COURT CASES?

(A)			(B)
_____	(A)	YOU DON'T HAVE TO GIVE EVIDENCE THAT MAY HURT YOU. YOU MAY REMAIN SILENT.	_____
_____	(B)	IN COURT, YOU MAY SEE AND CROSS-EXAMINE (QUESTION) THE PERSON WHO ACCUSES YOU.	_____
_____	(C)	YOU MAY HAVE A TRIAL BY JURY, IF YOU WISH.	_____
_____	(D)	YOU MUST BE TOLD THAT YOU CAN HAVE A LAWYER DEFEND YOU.	_____
_____	(E)	A WRITTEN COPY MUST BE KEPT OF EVERYTHING SAID AT THE HEARING.	_____
_____	(F)	A COURT OFFICIAL MUST TELL YOU--IN WRITING--WHAT YOU'RE ACCUSED OF.	_____
_____	(G)	YOU HAVE A RIGHT TO AN IMPARTIAL JUDGE.	_____
_____	(H)	YOU HAVE A RIGHT TO AN OPEN TRIAL.	_____

FOR STUDENTS WHO MISSED THE FIELD TRIP

At each step in a juvenile case, officials have special tasks and duties. In various communities, the personnel may have different titles, but they do the same things. The following is a brief description of each official's job.

Police handle major juvenile delinquency matters first. Police departments sometimes have a special youth or Police Juvenile Bureau. Their job is to interview the youth and his parents about the reported delinquent behavior and decide if the case needs to go to the Juvenile Court. If a major crime, such as robbery or auto theft is involved, the case is almost automatically referred to court. The police must call the parents when they have their child in custody. They must also tell the youth and his parents about their legal rights.

When a case is sent to court, it goes first to the Intake Officer. This person is usually a probation officer. He reviews the police decisions and decides again if the case should go to Juvenile Court. To help him decide, he interviews the youth and his family. He may also talk with others in the community, such as school principal, social agencies, and neighbors. His job is to decide if the youth needs help and, if so, whether the help needs to come through the court. If community agencies can give the help needed directly, the Intake Officer can refer the youth to the agency. He may decide the case needs to go to court.

In delinquency complaints, if the intake officer sends the case to court, the State's Attorney examines the legality of the case and, when appropriate, petitions it to court. In CINS or CINA complaints, the intake officer prepares the petition and sends it to court. The court clerk will send a letter to the youth and his parents telling them when and where the hearing will be held.

The Juvenile Court Judge is, in some states, specially trained to work with youth problems, but in most he is not. The judge holds the trial which is called an adjudication hearing. He hears the evidence about the behavior of the youth. At the hearing, the youth is entitled to legal rights of due process of law. In matters of delinquency,the petition must be proven beyond a reasonable doubt. In all other cases, the allegations must be proven by a preponderance of the evidence.

The judge's job is to hear the evidence and decide if the youth was involved in a delinquent act. If so, he holds a disposition hearing where he decides what treatment program he will use for the youth.

Youths put on probation will be assigned probation officers to supervise their conduct. The youths will have to report regularly to their probation officers. If a youth goes to an institution, he will be supervised by an Aftercare Worker when he gets out. His job is to help the youth readjust to life in the community.

TYPICAL JUVENILE CASE

A boy is apprehended and taken into custody for drinking beer. He is intoxicated but manages to give his name and address. He is taken to the police station, and his parents are contacted and requested to come to the station. It is then decided whether or not the boy will be released to the custody of his parents, and also whether or not the officer will request a juvenile petition filed. Police consider the child, the family and the seriousness of the offense.

DETENTION

If the offense is of a serious nature such as Armed Robbery or Serious Assault and the arresting officer wishes to place the boy in detention, he must contact the Commanding Officer of his district for authorization. The final authorization for detention must be made by personnel from the Department of Juvenile Services. Whenever a juvenile is placed in detention, he must be given a preliminary hearing before the juvenile judge or master the following morning, or at the next sitting of the judge or master. Written notice must be given the parents of the alleged delinquent stating the reasons that the child was placed in detention.

INTAKE

In the majority of cases, the juvenile is released to the custody of his or her parents. The complaint is then referred to the intake consultant of the juvenile services administration. The intake consultant will then review the facts and conduct a preliminary inquiry. Based on the facts and the seriousness of the offense, a petition could be filed. If the intake consultant decided not to file a petition, the case may then be handled through an informal adjustment where the juvenile and parents agree to informal counseling. The function of the intake officer is to screen the complaint, interview the youth and the family, and review the facts of the case. Based on these findings, taking into consideration certain legal stipulations,* the intake officer can:

1. close the case at intake
2. place the youth on 90-day informal supervision (which can be extended by the court)
3. refer the youth to another unit of the Department of Health and Mental Hygiene
4. refer the youth to another child service agency or community counseling program
5. prepare and file a petition alleging the youth to be a child in need of assistance or a child in need of supervision, (CINS), or request the local state attorney's office to prepare and file a petition alleging a youth to be delinquent; in these cases, the youth appears in juvenile court and a legal decision can be rendered
6. authorize the youth to be placed in detention (for alleged delinquency offenses) or in shelter care (for alleged CINS offenses) until the court hearing.

Intake thus serves as the youth's first contact with the juvenile justice system, and the intake officer may play a vital role of recommending how deeply a youth will become involved in the system.

*By Maryland law, 14-year-olds committing murder or rape, and 16-year-olds committing robbery with a deadly weapon are not within the juvenile court jurisdiction. The confidentiality and special protection afforded to juveniles is also waived for that case. This does not mean that the youth is thereafter considered as an adult. Should the youth commit a subsequent offense meeting the criteria for juvenile justice, the youth will appear in juvenile court for those charges. The court, however, may again waive jurisdiction after a summary review.

PETITION

If a petition is filed, the parents and child are summoned for a hearing in juvenile court. The summons and a copy of the petition are delivered by the sheriff's department to the parents or custodians of the child who is being petitioned to court.

The summons informs the respondent and the parents of the following:

1. It advises them that the court is ordering them to appear in court on a specific date at a specific time so that the facts of the case can be heard.

2. It advises them that they have the right to request any additional witnesses to be summoned to appear that they feel will be beneficial to their case.

3. It also instructs them that the court can appoint an attorney for them if they are unable to obtain their own legal counsel.

The petition specifies the charge pending against the child and lists the specific allegations that make up that charge. It also lists the witnesses that have been summoned to appear for the hearing. The juvenile is also notified by the State's Attorney's office of his/her right to examine information that will be used to prosecute him/her.

HEARING AND DISPOSITION

At the time of the hearing, the evidence in the case is presented to the court by the State's Attorney. After hearing the facts, the Judge or Master declares the juvenile's status. He may find the:

1. Child delinquent, yet dismiss the case with a warning.

2. Child in need of supervision, recommend supervision by the department of Juvenile Services.

3. Child in need of assistance, supervision to be provided by appropriate agency such as Department of Social Services or Department of Health and Mental Hygiene.

4. Charges substantiated, commit delinquent to an institution for care and treatment.

5. Charges substantiated, order treatment through a community resource.

6. Charges substantiated, order some form of restitution.

7. Delinquent or CINS, detained at a diagnostic center for evaluation prior to making a recommendation.

8. Charges are dismissed.

If the juvenile and his parents are dissatisfied with the Master's finding, they may file an exception to the finding within ten days following the hearing in order to have a Judge hear the case.

FACTORS TO BE CONSIDERED IN MAKING AN INTAKE DECISION

The Intake Decision will be made after a consideration of various factors which interact within three broad areas: legal sufficiency, individual need, and alternative community resources.

The following is a list of specific factors to be considered in making a decision:

1. Seriousness of the offense
    a. Intent
    b. Severity of personal injury
    c. Extent of property damage
    d. Value of property taken - whether or not recovered
    e. Whether the offense is repetitive or isolated
2. Child's version of the offense (does he admit his involvement in the violation)
3. Impact of the offense on any individual or on the community
4. Previous number and nature of Department of Juvenile Services, police, and Juvenile Court contacts
5. Age and maturity of child (Was the violation committed because of an immature impulse or was it premeditated? What is the child's degree of awareness regarding the severity of the violation?)
6. Attitude of child
7. Attitude of parents toward child's responsibility regarding the offense and toward discipline of the child. (A possible lack of parental control or concern may be reflected bythe time of day the offense occurred, etc.)
8. Degree of incorrigibility under parent's supervision. (Does the child normally obey reasonable guidelines set by the parents?)
9. School attendance and behavior pattern
10. Available social factors
11. Resources and ability of family and community to provide appropriate care, treatment, and rehabilitation as opposed to the Department of Juvenile Services or the Court doing so.

If the child or his parent demand a formal hearing in delinquency cases, petition authorization will be pursued.

CASES FOR INTAKE HEARING

As intake officers for the Department of Juvenile Services, your job is to recommend the specific option(s) you think is appropriate for each case. The six options are: (1) close the case; (2) 90 day informal supervision; (3) refer to Social Services; (4) community counseling; (5) file a petition alleging child to be a CINS or CINA or ask state's attorney to file a petition alleging youth to be delinquent; (6) place youth in detention (delinquency offenses) or shelter care (CINS offenses).

Think about the eleven "Factors to Be Considered in Making an Intake Decision" as you review each case.

1. Rose is 16. She has admitted to running away, possession of PCP and intent to distribute PCP and marijuana. She has a past record of two shoplifting charges, one runaway and numerous truancies. She has been committed to a training school twice. Her school record is dismal, and her parents have admitted that she is difficult to manage.

   Recommendation:

   Reasons:

2. Peter is 15. He has admitted to a spree of vandalism on Halloween. He helped to damage two cars, four houses and two classrooms at school. The total damage for all incidents was nearly $2,000. He has no prior record, but he has refused to cooperate and name the three accomplices seen with him. He is an average student, but his parents, the school and his friends agree that he has recently adopted a negative attitude and a "chip-on-the-shoulder" outlook. The parents are of below average income and say they do not know what to do with him.

   Recommendation:

   Reasons:

3. Tom, 14, is charged with breaking and entering, theft of a $85 tape player and selling stolen goods. In school, he has excellent abilities, but only uses them rarely. He is a loner and doesn't trust most people. His parents, who have 9 other children, have offered to make restitution. Tom has agreed to work in the store to repay them for the stolen goods.

Recommendation:

Reasons:

4. Tina, 14, has admitted to possession of alcohol, auto larceny, driving while intoxicated and without a license, and fleeing to avoid arrest. Her story is that a group of older friends gave her some liquor before a school dance. During the dance one of them realized that he had left the screen off a fireplace with a fire in it at home. Since he was "ripped", Tina agreed to "borrow" a car and drive him home. She found a car with keys in it and took off. Before they reached their destination, they spun out and hit a telephone pole. After the accident, Tina says she was afraid of what would happen so she ran to her uncle's in Pennsylvania. She is average in school and has no prior record. Her parents are apologetic, concerned and willing to make restitution. They have a good relationship with Tina.

Recommendation:

Reasons:

5. Manny is 13. He has admitted to several acts of mischief. He says he made the phone calls to his social studies teacher as a joke - they were studying crime anyway!! He said he didn't mean any harm either when he pulled all the tricks on his neighbors. They turned his unlicensed dog into the dog catcher so he let all their dogs loose, buried bones in their gardens and flower beds (which they promptly dug up), let air out of tires, and tipped over garbage cans. He has no formal juvenile record but has been warned by the police several times on other mischief charges. Everyone interviewed calls Manny a real practical joker who doesn't take anything seriously. His parents are divorced, and he lives with his mother. She is very concerned about him and wants help for this problem.

Recommendation:

Reasons:

THE INTAKE HEARING

CASE	CLOSE CASE	INFORMAL SUPERVISION	SOCIAL SERVICES	COMMUNITY COUNSELING	PETITION (Explain)	DETENTION	SHELTER CARE
1							
2							
3							
4							
5							

JR-23

TEACHER'S RESOURCE

RECOMMENDATIONS OF JUVENILE JUSTICE COMMISSION

The Commission on Juvenile Justice will recommend to the Governor and General Assembly a package of legislation that would make major changes in the State's juvenile justice system.

The 18-member commission, headed by Judge Robert L. Karwacki, of Baltimore City Juvenile Court, also has adopted a set of resolutions that, while not in the concrete form of proposed legislation, suggest additional major changes in the system.

The major legislative proposals would:

- Give original juridiction to Juvenile Court for all offenses committed by youths under 18 including murder, rape and armed robbery with the potential to waive the case into Criminal Court.
- Abolish the use of court masters in juvenile cases after July 1, 1978, and establish a state administrative judge for juvenile cases.
- Establish parental liability providing civil recourse against parents for payment for damages willfully caused by the children.
- Prohibit detention of juveniles in adult jails and provide for separation of minors from adult mental patients.

The commission's legislative proposal giving juridication for all offenses by youth under 18 to Juvenile Court is expected to attract opposition. The commission report said its method is more efficient and would provide for more effective use of rehabilitation and treatment.

Abolishing the masters' system is necessary because the system "evidences a second class status for juvenile causes" and is "extremely inefficient causing delays and duplication of work," the commission said.

The major resolutions adopted by the commission are:

- The Juvenile Services Adminstration should be separate from the State Department of Health and Mental Hygiene and be responsible directly to the Governor.
- The commission opposes the construction of a maximum security facility for juveniles and supports funding for alternative methods for serious offenders such as forestry camps and community homes.
- The state should coordinate efforts to provide in-state services for children, decreasing the less desirable dependence on out-of-state care.

SOURCE: The Baltimore Evening Sun, 1977.

RECOMMENDATIONS OF A NATIONAL COMMITTEE

In an essay published in the Baltimore Sun on December 4, 1975, Judge Robert I. H. Hammerman, former head of Baltimore Juvenile Court, summarizes some recommendations for improving the effectiveness of juvenile court. These recommendations were made initially in an interim report published by the Juvenile Justice Standards Project, which is under the sponsorship of the Institute of Judicial Administration and the American Bar Association. They are as follows:

1. That juveniles who commit the most violent crimes be tried as adults.
2. That the sentences for violent crimes should fit the crimes, not the juveniles charged with them.
3. That only the judge - not any administrative agency - have control over the disposition of a juvenile's case.
4. That status offenses - truancy, running away from home - be handled by community agencies, not by juvenile courts.
5. That juveniles have a right to counsel at all stages of proceedings.
6. That members of the press and interested citizens be admitted to juvenile proceedings to ensure that juvenile judges are more visible, hence more accountable to the general public.

IS JAIL THE ANSWER?

Years ago, with my middle-class, college girl upbringing, I would have been appalled at the thought of sending a juvenile to jail," says Judge Betty Ann Weaver. "And I still would if this were Detroit or New York or any other big city where the jails are not suitable. But this is Leelanau County."

As a criminal breeding ground, Michigan's rural Leelanau County bears little resemblance to Capone's Chicago. Even juvenile delinquency isn't much of a problem. "But we do have kids," said Judge Weaver, "who habitually are truant from school, who run away from home, steal cars, drink, experiment with drugs and burglarize houses." When one of them arrives in Judge Weaver's court, she first puts him on probation. But if that is not effective, the judge does not hesitate; she believes a few days in the slammer can be therapeutic. (The maximum allowed is 30 days.) In three years she has jailed 44 juveniles.

The young prisoners - under Michigan law they must be at least 15 - are locked in plain barred cells with only the barest amenities. They have a toilet, washbasin, table, chair and a mattress on a steel shelf. There is no television, but school lessons are delivered daily, along with any books the inmates request. "It's not easy to put them in jail," said Judge Weaver, 36. "I do it for a purpose - to give them time to think. We counsel them daily and have them write essays on what they've learned."

The judge's willingness to play turnkey has not met with universal approval. "You might scare hell out of a kid," objects another juvenile judge, "but what does it do to his future? Putting a child in jail is a degrading experience." Judge Weaver, however, does not regard jailing as a panacea - merely as a practical expression of social concern. "Some kids are beaten, abused and starved, but that doesn't give them the right to go out and commit crimes," she explains. "People have to learn to be responsible for their actions, and the courts just happen to be the system we have for making people accountable. Fear of punishment never made a young person truly honest, but it keeps him honest until he reaches a moral decision on his own. Juvenile offenders do not want to see my court again."

CORRECTIONAL FACILITIES

Experience IV: Disposition of Delinquent

A. Key Question

What are the factors that influence a dispositional decision, and how does commitment to a correctional facility affect the individual offender?

B. Purpose:

No later than thirty days after the adjudicatory hearing, the court will conduct a separate disposition hearing unless the petition was dismissed or unless such a hearing is waived in writing by all parties. The purpose of this hearing is to determine if the youth is in need of supervision, treatment or rehabilitation. At this time, delinquent youth may be committed to a correctional facility. In this experience, pupils will consider the available alternatives as they make a dispositional decision. Then they will examine the purposes and types of such facilities and analyze the impact they may have on both the youth and the family.

C. Objectives

After examining the function of the dispositional hearing, the student will investigate the juvenile corrections system in Maryland and consider its impact on youthful offenders.

1. The student will analyze information and describe the various purposes of adult and juvenile correctional facilities.
2. The student will examine information and consider the impact of the correctional facility on the child and the family.
3. The student will identify the types and location of juvenile correctional facilities in Maryland.
4. The student will analyze the factors affecting a disposition, make a decision based on a number of dispositional alternatives and justify it.
5. Through the analysis of charts and tables, the student will identify the frequency with which various types of cases are handled by the JSA and determine the rate of admissions to juvenile institutions.
6. The student will evaluate the effectiveness of juvenile corrections and offer suggestions for improvement.

D. Suggested Activities

1. What are the purposes of juvenile correctional facilities?

a. Adult and Juvenile Corrections (Objective 1)

Purpose: This activity sets the stage by identifying the purposes that adult correctional institutions serve and then examines the juvenile philosophy.

Procedure:

(1) Put the quote "...an eye for an eye..." on the board. Briefly discuss its relationship to the corrections system. Have the class list purposes they think the adult corrections system serves.

(2) Show the filmstrip Consequences for the Convicted: "Punishment," Part 1, K616 from the Resource Center. Use the following guide questions:

(a) For many years, what was the major concept of justice in the Western world?
(b) Who started the concept of penitentiaries?
(c) What is retribution?
(d) What is deterrence?
(e) Do you think that certainty of punishment will deter crime?
(f) What is recidivism?
(g) What is rehabilitation?
(h) Is it fair to spend billions of dollars on criminals when there are millions of Americans suffering the effects of poverty? Clarify using the following example.

Average Cost of One Offender (per year in 1973)
Juvenile Correctional Institutions - $7,000
Adult Felon Institutions - $5,300

Average Cost for a Family of Four (at a low standard of living for one year in 1973) - $7,386

(3) Have the students list the three stated purposes of corrections as review. A fourth purpose would be to protect society. Discuss how each purpose is accomplished.

(4) Next, focus on juvenile corrections:

(a) Do the same purposes apply?
(b) Should one particular purpose be emphasized?
(c) Should juveniles be incarcerated separately from adults? Why?

(d) What special needs or problems do juveniles have when compared with adults?

(e) Are juvenile facilities accurately described when they are called "correctional institutions?"

NOTE TO TEACHER - In Maryland, the essential philosophy is individualized justice. The basic purpose is remedial, and to a degree it is designed to be preventive. Under no circumstances is punishment an underlying purpose of juvenile justice. Treatment, training, rehabilitation/habilitation, protection of society, care, protection and voluntary non-coercive intervention are examples of the Maryland system's purposes.

(5) Ask the question, "Do juveniles ever serve time at an adult institution?" Follow this discussion with Section B., pages 40-42 of Juvenile Justice (Boyarsky, 1977). Assign the reading and have them react to questions on pages 42. Allow time for them to share their own opinions about this type of incarceration and the purposes it served.

Materials: Consequences for the Convicted: "Punishment," K616
Juvenile Justice, Benziger, 1977.

b. Juvenile Treatment (Objective 1)

Purpose: This activity deals with the kinds of treatment generally available for juveniles and reviews new programs established to improve the system.

Procedure:

(1) Have the students read pages 36-39 in Youth Crime and Punishment.

(2) Suggested guide questions are:

(a) Why do some states try to avoid sending juveniles to training centers?

(b) List four "new" kinds of correctional facilities. What are your reactions to them?

(c) Why did Massachusetts change from punishment to treatment at its youth centers? What changes were made?

(d) Massachusetts closed all of its training schools and placed the offenders in foster homes or sent them home. Do you agree with that move?

Materials: Youth Crime and Punishment

Variation: For below average readers, use pages 49-51 and 77-90 in Juvenile Problems and Law by Riekes-Mahe and pages 124-219 in State and Local Government, Scholastic Publications.

2. What are the effects of the juvenile corrections system on the individual?

   a. Busted (Objective 2)

      Purpose: This movie provides a first-hand look at the juvenile court and juvenile hall as seen through the eyes of the offender.

      Procedure:

      (1) Show the movie Busted, F348C available from the County Resource Center.

      (2) Use the following guide questions:

         (a) How would you rate the attitudes of the juvenile justice system personnel?
         (b) What are your reactions to juvenile hall?
         (c) What purposes does juvenile hall serve?
         (d) What do you think are the effects of "doing time" in juvenile hall?
         (e) How are family members effected by having a son/daughter or brother/sister in the place?
         (f) What do you think caused the fellow to commit his crimes? After going to juvenile hall, will he do it again?
         (g) What possible effects might this have on an individual?

      Variation: This Child Rated X

      This 50-minute color film was an NBC Special in 1971. It explores various juvenile institutions in the United States, principally in Indiana, Illinois, and Texas. Implications for juvenile treatment throughout the country can lead to good discussion on various aspects of juvenile rehabilitation. However, the Maryland system is far superior in approach to the situations depicted by NBC. The film is available for purchase or for $18.00 rental.

      Contact: Correctional Service of Minnesota
      1427 Washington Ave., South
      Minneapolis, Minn. 55404
      612-339-7227

b. The Effects (Objective 2)

Purpose: By analyzing poems written by juveniles held in youth centers and examining the program of a sample facility, the students will consider the effects, both good and bad, of commitment to a juvenile institution.

Procedure:

(1) Have the students analyze the poems on pages 40-41 of Youth Crime and Punishment. Have them answer the guide questions in the upper left portion of page 40.

(2) Next, have the students read pages 42-46 in Youth Crime and Punishment.

(3) Possible guide questions are:

(a) What is the main goal of Long Lane School?
(b) What kinds of attitudes do the kids arriving at Long Lane generally have?
(c) Describe what life is like at Long Lane.
(d) Why is there such an emphasis on the "group" at Long Lane?
(e) Why is the "commitment" phase of the treatment so important?

(4) Regroup and evaluate the possible effects of such an institution. Would rehabilitation really occur. Do you think that punishment is the hidden purpose? If juvenile facilities are so terrible that no one wants to ever come back, would that be just as effective? (Think about life as a productive adult in dealing with this question.)

(5) Reconsider the purposes that prisons and juvenile correctional facilities serve (Objective 1) as a group. Which ones seem most likely to get positive results from youth?

Materials: Youth Crime and Punishment

c. Panel Discussion on Institutional Life of the Juvenile (Objective 2)

Purpose: The student will comprehend the function of juvenile placement and will be able to discuss the juvenile's life in an institution.

Procedure:

(1) By utilizing the resource people found in Community Involvement in Law Education, pages 16-19 (attorneys) and 20-23 (service agencies), the teacher should establish a panel to discuss and entertain questions on the topic of "A Day In The Life of a Juvenile In the Institution."

NOTE: It is first priority to obtain separate panelists to represent the following areas:

Maryland Training School for Boys
Waxter Detention Center (Co-ed)
One of the Forestry Camps
Maryland Children Center
Montrose School

(OR)

Get a spokesperson who would be representative of all areas. Mr. Ronald Blake, Assistant Director of the Division of Institutional Services, may be able to recommend someone to address your class. He may be reached at number 383-3773 or write to:

Juvenile Services Administration
201 W. Preston Street
Baltimore, Maryland 21201

d. Probation (Objective 2)

Purpose: This activity is designed to emphasize the fact that much juvenile treatment occurs through contact with Aftercare Counselors of the JSA as well as through placement in institutions.

Procedure:

(1) Put the terms aftercare and probation on the board. Clarify their definitions, briefly review how they are used and then discuss their pro's and con's. You may wish to share the following official definitions.

(a) Probation means a status created by a court order under which a child adjudicated to be delinquent, or an adult convicted under Sec. 3-831, is to remain subject to supervision of the Court under conditions the Court or the agency designated by it deems proper, but is not removed from his home.

(b) After care is defined as the status created by a court order whereby a child adjudicated delinquent is committed to a training school or similar facility but is released under conditions the Court or agency designated by the Court may impose.

(2) Have the students read pages 26-27 in Youth Crime and Punishment.

(3) Possible guide questions are:

(a) What is not the purpose of probation? What is?
(b) Explain what a violation of conditions is.
(c) How do you react to the way he handled the shoplifter? Was he too lenient?
(d) What kind of treatment do you think probation gives to kids with problems?
(e) Why is probation an important part of juvenile corrections? Is it effective?
(f) What kinds of conditions would you establish for aftercare?

(4) Invite a speaker from the Department of Juvenile Services (876-1251) or from the Youth Services Bureau (848-2500) to discuss the types of aftercare services available in Maryland.

3. What are the types and locations of juvenile corrections facilities in Maryland? (Objective 3)

Purpose: The students will analyze information to determine the types of locations of correctional facilities in Maryland.

Procedure:

(1) Motivation: Read the following situation to the class and ask them to "pick it apart" and identify any inaccuracies.

Andy Purcell was charged with running away and breaking and entering. He is 14. He was found guilty by the juvenile judge and sentenced to five years in reform school.

Corrections:

(a) Delinquent or not delinquent are used in juvenile proceedings.
(b) In Carroll County, a juvenile master currently hears cases and makes recommendations to the juvenile judge.
(c) The outcomes of juvenile cases are termed dispositions rather than sentences.
(d) Reform school is an out-dated term.
(e) Juvenile dispositions usually last only until age 18 but can go beyond that age.
(f) Commitments are indeterminate by law but cannot go beyond three years unless reviewed by the Court and the order renewed.

Tell the class that this lesson will focus on the locations of the facilities that replaced the reform school in Maryland.

(2) Distribute JR-26 and 27. After reading the description of the facilities, have the students locate the facilities in numbers one through eight on the map. Have them speculate how the placement of the facilities reflects the nature of the juvenile crime problem, the kind of treatment at the facility and any needs that aren't being met by the facilities.

(3) Before analyzing the types of treatment at the various institutions, clarify the difference between commitment and detention. Commitment is a type of disposition. It means that an individual is committed for an indeterminate period of time. Detention refers to detaining a youth before a disposition is made. Most offenders are released to their parents, but when the parents are either unwilling or unable to supervise the youth, detention until disposition may be ordered.

(4) Have the students underline any important facts about the institutions on JR-26. This will help to highlight the features of the facilities and will be useful in the next activity. Briefly discuss the nature of Maryland's institutions, the pros and cons of them, and what needs there are for the future. The issue of punishment or rehabilitation should be considered also.

Variation:

This is another excellent opportunity to incorporate a representative of the Department of Juvenile Services as a resource person. See Community Involvement in Law Education for suggested contact persons and telephone numbers.

4. What factors influence dispositional decisions in Maryland?

a. A Simplified Version of a Dispositional Hearing (Objective 4)

Purpose: This activity is designed to have students consider the dispositional alternatives available in Maryland, make a judicial decision and defend the decision. The information available to the participants is quite limited in comparison with the data actually available to the judge.

Procedure:

(1) Motivation: Inform the class that in 1977 there were 19,599 formal dispositions in Maryland Juvenile Courts. Briefly have them try to guess the numbers of each outcome. This will help give them a sense of proportion in terms of the outcomes.

Dismissed or withdrawn	(5,949)	Training School/ Forestry Camp	(802)
Waived to Adult Court	(425)	Probation & Protective Supervision	(6,841)
Custody of Department of Social Services (foster homes, etc.)	(1,271)	Group Home	(1,069)
Continued Cases	(1,268)	Youth Service Center	(293)
Suspended Sentence	(85)	Restitution or Fine	(84)
		Other	(1,512)

You may wish to refer to the Flow Chart on JR-34 at this time for specific data about the handling of referrals for fiscal 1977. Emphasize that most referrals are handled at intake. Of the 50,702 referrals to JSA, 26,314 (52%) were disapproved or closed at intake. See JR-35 for exact data regarding the handling of various types of referrals.

(2) Inform the class that before they do today's task, you will work with them in making a dispositional recommendation. Tell them that they are to make a recommendation for James A, 15, who admitted that he committed assault with a deadly weapon on his step-father. Ask for a decision based solely on that information. When the class clamors for more background, have them make a recommendation after each new item.

(a) Prior record: runaway three times, shoplifting, possession of marijuana, on probation for last offense

(b) School record: below average, very poor reading skills, poor attendance

(c) Family background: step-father charged with child abuse after two runaways and he is on probation

Distribute JR-28a, "Disposition," from the 1977 supplement to the Annotated Code of Maryland. Bring the class to the conclusion that dispositions are made to fit the needs of the individual. They are based on as much background information as is available. Explain that this is a simplified example of how an intake officer might make a change in his/her recommendation which is based on additional information.

(3) Ask the class what dispositional alternatives a juvenile judge may consider when making a decision on a delinquent. List them on the board. Distribute JR-28b and review the actual alternatives available to the Judge. Inform the class that everyone will have the opportunity to be involved in four decisions today.

(4) Divide the class into groups of three each. Spend several minutes clarifying the major roles in a juvenile hearing, those of prosecution (State's Attorney), defense, (Public Defender or private attorney), and the juvenile judge. Assign each member of the group one of the three roles. Any remaining pupils could serve as group observers. They should complete resource sheet JR-29.

(5) After reviewing the decision-making process, pass out only Case A of JR-30a. It contains a simplified version of the facts of a case. Allow attorneys time to prepare their recommendation for a disposition. Distribute JR-31, "Juvenile Facilities," to each person. You may also suggest they review the information on JR-26. Then have the prosecutors and defense attorneys argue for their recommended dispositions before the judge. The students portraying the juvenile judges should not disclose their decisions yet.

NOTE: The students will not be arguing the guilt or innocence of the defendant but what dispositions should be made.

(6) When all groups have finished, tally the decisions made by the judges. Debrief focusing on the reasons, main arguments of prosecution and defense and the reality of the disposition.

(7) Repeat the process twice, first using the Case B and then using Case C on JR-30a. Change the pupils' role each time.

(8) Have a final debriefing which focuses on the factors which influenced the decisions. Did the treatment fit the offenses? How does juvenile court compare with adult court?

(9) Review the highlights of the actual decisions reached by judges. They are found on JR-30b and 30c.

(10) Culminate this activity with an in-depth discussion of the question, "When should a juvenile be tried as an adult?"

Variations:

(1) It would be ideal to have an attorney assist in this activity. Refer to Community Involvement in Law Education for the names and telephone numbers of attorneys willing to participate. You might invite representatives of the Public Defender's Office to help you debrief this activity.

(2) For lower ability students, Search Visuals, Number 9, Courtroom Cases is appropriate. Case 4 on page 6 and Case 6 on page 7 deal with juvenile situations.

Materials needed: JR-28, JR-29, JR-30 and JR-31

b. An Actual "Court Summary" Report (Objective 4)

Purpose: This activity provides an accurate example of the detailed information available to judges/masters in making a dispositional decision. It paints a more realistic picture of this process than the preceeding activity which was intentionally sketchy in order to force students to reach their own decisions without benefit of expert advice.

Procedure:

(1) Distribute JR-32, "Court Summary," to the students. Tell them it is the first two pages of an actual report sent to a juvenile judge in Maryland.

(2) After students read the report, complete the following questions.

(a) What are the significant facts in the case?

(b) What recommendation would you make to the judge if you were an intake officer handling this case? Why? (NOTE: Pupils should consider the information on JR-28a and b in composing their recommendation.)

(3) On the board, tabulate the recommendations of the pupils. To simplify this process, you might use the alternatives listed on JR-28b. On the chalkboard, number from 1 through 9. Tally the number of pupils who recommended alternative 1, 2, and so on.

(4) After the tabulations are completed, thoroughly discuss the reasons for the various recommendations. This is the most important part of this activity so raise probing questions in order to promote critical thinking.

(5) Now distribute JR-33, "Summary and Recommendation." Discuss these questions.

   (a) Is family counselling a reasonable disposition for the types of offenses committed by John Doe?

   (b) What factors do you think were of utmost importance in the decision to recommend counselling?

   (c) Do you think the Judge accepted this recommendation? Why?

(6) In conclusion, tell them that the court accepted the recommendation for family counselling. As of May 1978, the case is going well and there have been no further offenses committed by John Doe.

(7) Wrap-up. Share with the class the stated purposes of the Department of Juvenile Services (DJS). Once a complaint is received, the DJS becomes involved. They perform intake investigations, probation and aftercare services, and operate juvenile diagnostic, training, detention and rehabilitation facilities. See JR-34 for a flow chart of the Maryland JSA case referrals for fiscal year 1977. In addition, JR-35 highlights the court services offered by JSA during fiscal 1977. Higher ability students may be interested in some of the facts presented on JR-35. You might have some pupils convert this data to a chart or table and present the information orally to the rest of the class.

Materials Needed: JR-28, JR-32, JR-33, JR-34, JR-35

5. What types of cases are handled by the Maryland Juvenile Services Administration?

Purpose: This activity is designed to reinforce and extend pupils' skills in the area of data interpretation. While a general teaching strategy will be recommended, you should modify the approach in order to develop these skills in accordance with the ability levels of the pupils in each of your classes.

Procedure:

(1) Distribute JR-36, "Total Cases Handled by JSA by Major Reason and Age." Ask the following types of questions.

(a) What were the three major reasons for delinquent referrals of youth under the age of 10? 14 years old? 17 years old?

(b) What was the total number of delinquent referrals? CINS? CINA? What was the Grand Total?

(c) What was the age level of the largest number of delinquent referrals? CINS? CINA?

(d) What was the major reason for CINS referrals? CINA?

(2) Distribute JR-37, "Admissions to Maryland's Juvenile Institutions by Facility and Offense: Fiscal 1977." Ask the following types of questions.

(a) What is the basic purpose of admitting youth to MCC or Maryland Children's Center (Evaluation), Boys' Village (Detentions) and Boys' Forestry Camps (Commitment)?

(b) What was the offense most frequently committed by persons admitted to MCC, Waxter, Boys' Village, Maryland Training School (MTS), Montrose and Forestry Camps?

(c) Totaling the figures provided, what is the major reason for commitment to MTS, Montrose and Forestry Camps?

(d) Why were all CINS cases handled by the Children's Center?

(e) What was the total number of admissions to MTS? Montrose?

(f) Which facility handled the largest number of detentions for vandalism? shoplifting? larceny? burglary?

(3) Distribute JR-38, "Admissions to Maryland's Juvenile Institutions by Age Percents: Fiscal 1977." Ask the following types of questions.

(a) What is the age of the largest percentage of persons admitted to MTS? Montrose? Forestry Camps? Boys' Village? MCC? Waxter?

(b) What percentage of persons age 12 and under were admitted to MTS? MCC? persons age 15? 17 and over?

(c) Which institution admitted the largest percentage of youth age 12 and under? age 14? age 15? 17 and over?

6. How effective is the juvenile corrections system, and how could it be improved?

a. Society's Dilemma (Objective 2, 6)

Purpose: This activity deals with the effectiveness of the juvenile justice system, particularly the correctional facilities. It provides an opportunity for the students to analyze and evaluate the correctional system and consider the impact on the youthful offenders.

Procedure:

(1) Show the filmstrip Juvenile Justice: Society's Dilemma, produced by Current Affairs and available at your media center.

(2) Use these guide questions:

(a) Why are many juvenile correctional facilities called "training schools?"
(b) What are your reactions to the training school shown in the filmstrip? Is it effective?
(c) What problems are juvenile facilities experiencing with status offenders? (NOTE: Not allowed to commit CINS to training schools and forestry camps in Maryland since January 1, 1974.)
(d) What reasons can you supply for approximately a 40-45% recidivism rate at the facility in the filmstrip?
(e) What did you see that was related to the rehabilitation of the offenders?

(3) To conclude this activity, tell the students to assume the role of the superintendent of the institution. The Governor has just called on the phone. How would they answer his questions? Have one student portray the Governor and question the others.

The Governor:

(a) We've had several complaints about your facility not doing a good job. How do you respond?
(b) What do you see as being the biggest problem you have?
(c) The recidivism rate for delinquents committed to your facility is almost fifty percent? Why?
(d) What improvements would you suggest for your facility?

Materials: Juvenile Justice: Society's Dilemma, Current Affairs Filmstrips

Variations:

(1) Read pages 58-59 (Part D) in Juvenile Justice, Benziger and discuss the questions about group homes raised in the last paragraph.

(2) Child in Trouble

This 29-minute film, in full color, is a two-part documentary probing abuses of, and recommending alternatives to, our juvenile justice system. The first part explores the disposition of so-called delinquent children caught up in the system, and the second part reveals some innovative alternatives to imprisonment of children. While this is a good film, it must be noted that few of these abuses occur in Maryland at this time. All of the alternatives presented have been put into effect and the JSA has instituted others that are not discussed in the documentary. The film is available for showing free of charge by writing to:

John Howard Association
Film Distribution Center
1825 Willow Road
Northfield, Illinois 60093

(3) Hope For Kids: Innovations in Juvenile Justice

This 29-minute color film looks at several of the innovative community programs which are being developed to keep young people out of the juvenile justice system, and thus out of training schools. It explores the successes and failures of such programs as group homes, half-way houses, youth service bureaus, school youth development projects, and school-within-a-school programs. Narrated by Phil Jones, CBS News correspondent and produced in 1974, the film is available for purchase or for $18.00 rental.

Contact: Correctional Service of Minnesota
1427 Washington Ave., South
Minneapolis, Minn. 55404
612-339-7227

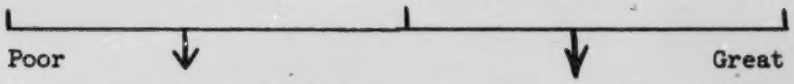
b. The Ideal Correction System (Objective 6, Advanced)

Purpose: This activity allows the students to consider the pros and cons of the youth corrections system and to design their own "ideal" system.

Procedure:

(1) Have the class complete a continuum and develop a list of strengths and weaknesses of the juvenile corrections on the board. First the students put their initials where they fit on the continuum; then they add items to the strengths and weaknesses lists.

Example: How effective are youth corrections?



Weaknesses of the System | Strengths of the System

(2) Divide the class into small groups of four each. Each group is to design an "ideal" youth corrections system for Maryland. Have all groups, except one, include the following in their "system".

- (a) Identify the purposes of their system.
- (b) Identify the types of dispositions they would have in their system, the purposes of each, the general location, the kinds of activities that would occur there and a general description of each.
- (c) Describe the requirements and training for staff members.
- (d) Explain the expected results on the offenders from their system.

(3) Have the extra group develop profiles for five juvenile delinquents. Include background information, prior record and one current offense that requires a disposition.

(4) When the groups are finished designing their ideal correctional system, send a representative of each group that developed the profiles to each group that designed a system. The task of the person from the "profile" group is to investigate the ideal corrections system, interact with the designers and make a disposition for each one of the offenders. Have the person record the type of placement, the reasons for that placement and the likelihood of success.

(5) Conduct a fishbowl discussion with the "profile" group in the center. Focus on:

  (a) The kinds of placements for each of the five offenders and why.
  (b) The possible outcomes of these placements.
  (c) The variety of ideal dispositions available, their adequacy and quality.
  (d) How the ideal facilities and alternatives compare with existing facilities and alternatives.

(6) Regroup and have a concluding discussion that deals with the kinds of improvements made in the corrections system and, most importantly, their effectiveness.

Variation:

This activity may be done with two groups, one to design the facilities and one to develop the profiles.

E. Evaluation

1. To measure changes in students' attitudes that resulted from the study of this unit, readminister the "Juvenile Justice Classroom Poll" on JR-1. Tabulate the responses to the poll at the beginning of the unit and compare them to the responses at this time.

    a. What changes in attitude are apparent? What caused them?

    b. Which items show the widest spread of opinion? Why?

    c. Briefly discuss the items for which there is considerable disagreement.

2. In order to reinforce the content presented in this unit, you may wish to readminister the pre-test on JR-39. Then return the answer sheets you had saved from the beginning of the unit. Review the answers to the pre-test and have students compare their scores and use the results to identify areas needing further study and discussion.

3. The overall content of this unit may be evaluated by administering the Post-Test (JR-40). The answer key is contained on JR-40e.

4. Additional items or a simplified final test is contained on JR-41. The great majority of these items were developed by Ann Hogg, Social Studies Chairperson at Hammond High School.

F. Resources

1. Teacher Resources

   a. Vetter and Vigliotti, Community Involvement in Law Education, Carroll County Public Schools, 1977.

2. Student Resources

   a. Boyarsky, Juvenile Justice, Benziger, 1977.

   b. Schwach and Pollack, Youth Crime and Punishment, Xerox Publications, 1976.

   c. Riekes and Mahe, Juvenile Problems and Law, West Publishing, 1975.

   d. State and Local Government, Scholastic, 1977.

3. Audio-Visual Materials

   a. Filmstrip Kits

      (1) Consequences for the Convicted, K-616

      (2) Juvenile Justice: Society's Dilemma, Current Affairs, Inc.

   B. Films

      (1) Busted, F348C, available from the Resource Center

MARYLAND JUVENILE FACILITIES

1. Montrose School

Originally developed in 1921 as an institution for delinquent girls, it now serves delinquent girls up to age 18 and boys ages 10-14. The facility consists of numerous stone buildings in a college type setting in Reisterstown, Maryland. Youngsters have their own rooms. The school has 20 classrooms, 2 libraries, an audio-visual room and 2 gyms. The academic education program handles retarded (special reading program, remedial math, physical education, art, home economics and drama); academic (English, math, social studies, science, physical education, home economics, drama, art and creative writing); work study for age 14½ and older; vocational training for age 15½ and older. The vocational program consists of cosmetology, business, nurses aides, food service and sewing. The capacity is 255 juveniles. Full time staff is 183 with 23 teachers, 11 social workers, 6 part time psychiatrists and psychologists and 4 nurses. In 1974, the annual cost per child was $10,194.00. The average stay for commitments was 7 months while for detention it was 12 days. There are 947 new entries in 1977. 600 were commitments and 327 were detentions.

2. Boys' Village

This facility, constructed in 1872 in Cheltenham, serves Prince George's, Calvert, Charles and St. Mary's Counties. It is an interdisciplinary institution with the responsiblity for provision of four programs.

a. Regional detention program with a population of approximately 56 clients being detained by the Juvenile Courts. There were 1,456 detentions in 1977, and the average length of stay was 21 days.

b. Regional residential mental health program to serve approximately 40 clients on a residential basis.

c. Regional non-residential mental health program to serve 40 clients on a non-residential basis.

d. Residential program for 24 mentally handicapped clients functioning within the 50 thru 74 I.Q. range.

3. Maryland Training School for Boys (MTSB)

Boys ages 12-17 are sent to MTSB at 2400 Cub Hill Road, Baltimore, Maryland. The institution can care for 300 boys. Juveniles are assigned to cottages, equipped with dorms. They are provided vocational training in auto mechanics, appliance repair, welding, dry cleaning, carpentry, and trades. The residents' severest educational problems are low reading level, limited ability in math and poor hand-eye coordination. A large percentage cannot read at a 4th grade level. Each boy goes to school from 9-4 and spends the rest of the day working and relaxing. TV, games and pool tables are available. Assignments to other cottages are based on achievement and maturity levels. It costs $11,000.00 to maintain a child at MTSB. This facility is used for detention before disposition also.

4. Forestry Camps

Four forestry camps in Western Maryland accommodate 140 boys. Maryland youth camps are part of the old Green Ridge CCC Camp built in the 1930's. The average age of a youngster is 16 and most come from Montgomery, Prince George's, Baltimore Counties and Baltimore City. Camps use PPC (Positive Peer Culture) as group therapy. Residents meet regularly to discuss their problems, set standards and resolve problems. The emphasis is on youngsters controlling each others behavior. Boys attend school half day and work half day. Group meetings are held in the evening. A boy stays an average of 6 months; the cost is $6,236.00. School facilities are provided and emphasis is on individual progress. The four camps are located in Garrett and Allegany Counties.

5. Maryland Childrens' Center (MCC)

MCC in Baltimore is solely for testing, evaluating and recommending a treatment program for problem juveniles. The staff of M.D.'s, psychiatrists, social workers spends 21 days evaluating the child and making a recommendation for the court. Children are separated by age, sex, aggressiveness and maturity. No personal belongings are allowed. Staff includes teachers, social workers, nurses, dentist and doctor. Psychiatrists, psychologists and a speech therapist are available. The cost per child is $11,739.55.

6. Waxter Children's Center

This Center in Laurel, Maryland is solely for detention. Counties also use Boys' Village and MTSB for detention. The one-story brick structure separates boys and girls and has 15 individual rooms and 5 bed dorms. There is an indoor gym and an outdoor play area. Three teachers help youngsters in math, language arts and crafts. The Center has 150 volunteers. Girls usually have drug and shoplifting charges; boys, theft, assault, unauthorized use charges. Average cost per child is $11,551.66.

7. Maryland Youth Residential Center

The Center at 721 Woodburne, Baltimore City, is too large to classify as a group home since it houses 38 boys between the ages of 8 and 12. The facility handles only delinquents and CINS. The average stay is 16 months; the population is mainly black. The staff of 25 consists of a director, assistant director, 14 youth supervisors, 2 social workers, 2 teachers, housekeeper, cooks, nurse and maintenance workers. Most children share a room with 4 or 5 others but can earn the privilege of a single room. Families are encouraged to visit and children can go home on weekends. Children who can go to community schools do so; those who have school problems attend class at the Center. During vacation periods, the staff plans day trips for the youngsters. The Center operates on a behavior modification plan. The Director indicated it costs $7,000.00 per year per child to run the facility.

8. Noyes Center

The Noyes Center is a regional detention center with diagnostic capabilities serving Montgomery, Frederick, Allegany, Garrett and Washington Counties. Thirty-five full-time staff, augmented by a cadre of professional consultants and a host of community volunteers, work closely together in providing temporary care for thirty alleged and adjudicated delinquent children. The Center's most outstanding features are its unique full-time education programs and its structured leisure-time activities program.

Located in Rockville, this is a reception and diagnostic facility that offers secure, temporary care for youths who are alleged to be or have been adjudicated delinquent. Maximum length of stay is 30 days. Two categories of admissions are accepted at Noyes:

- Court Referrals - youths who are detained by the juvenile courts in Maryland on 30-day detention orders.
- Police Referrals - youths who are apprehended by police, and, with Juvenile Services authorization, are detained overnight or over the weekend pending a court hearing.

9. Group Homes

These vary in size and location. They are usually privately owned and operated at a cost of $600 to $800 per month for each child. One to fifteen youths are housed at each home. Aggressive youth, addicts, retarded, mentally ill and arsonists are not usually admitted. Each home may have its own standards of admission. Group home parents are not required to be specially trained and there is a high job turnover due to the pressures. In 1973 there were 40 group homes housing 540 children. In 1978 there were approximately 48 homes housing about 450 children.

10. Youth Service Centers (YSC)

This is a non-residential facility tailored to fit the needs of offenders between the ages of 16 and 18 for a one-year period. The Center offers a community-based alternative to incarceration. Its program has three major components:

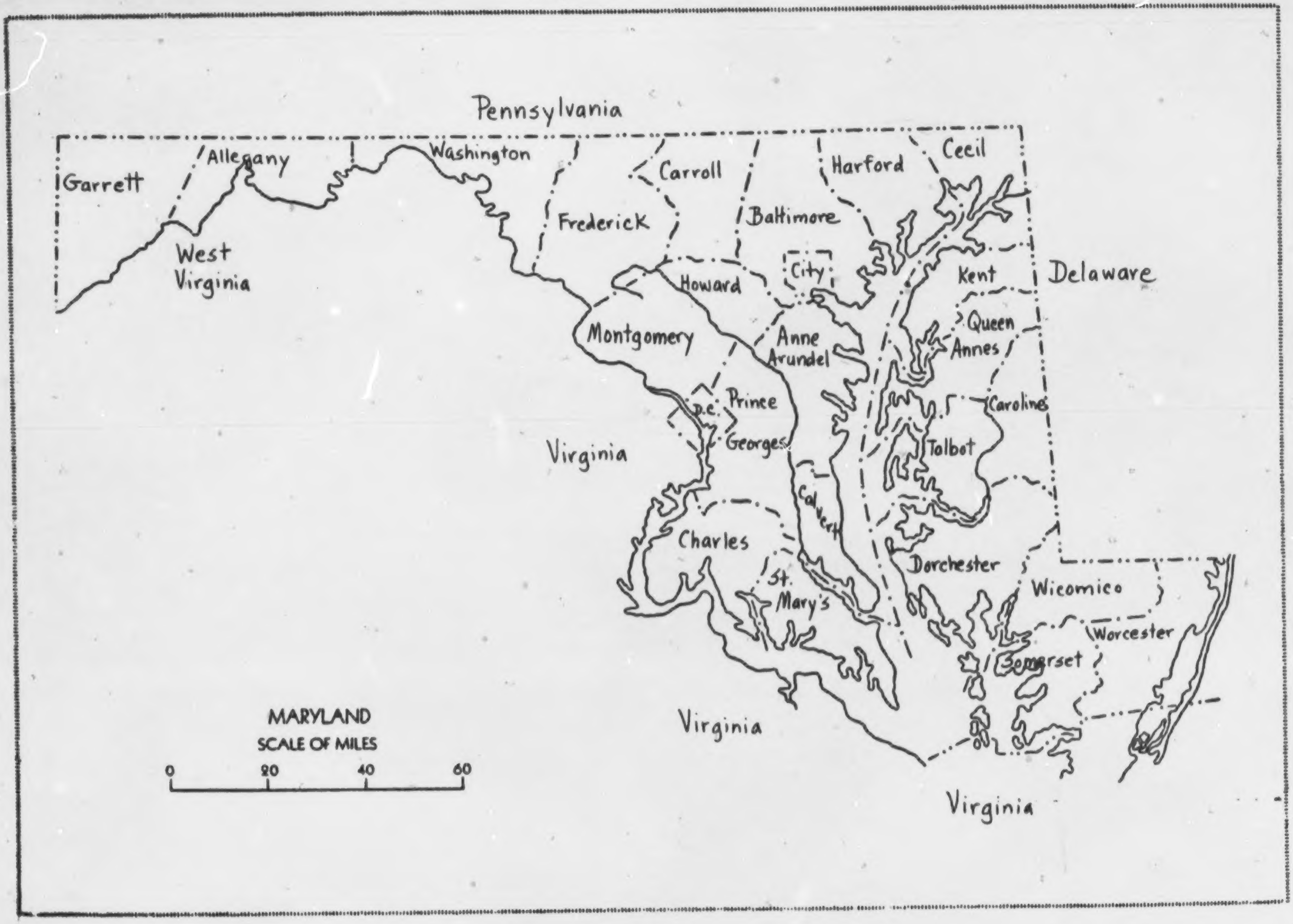
a. Group and Individual Counseling

b. Academic/Vocational Instruction

c. Work Experience

The youth combines his twenty hour week job alternately with the academic/vocational component. The program is designed to habilitate youth and prepare them for the world of work.

JR-27


Pennsylvania
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Carroll
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Cecil
Frederick
Baltimore
West Virginia
City
Howard
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Montgomery
Anne Arundel
Queen Annes
D.C.
Prince Georges
Caroline
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SCALE OF MILES
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40
60

3-820. Disposition

(a) After an adjudicatory hearing the court shall hold a separate disposition hearing, unless the petition is dismissed or unless such hearing is waived in writing by all of the parties. The disposition hearing may be held on the same day as the adjudicatory hearing, if notice of the disposition hearing, as prescribed by the Maryland Rules, is waived on the record by all of the parties.

(b) The overriding consideration in making a disposition is a program of treatment, training, and rehabilitation best suited to the physical, mental, and moral welfare of the child consistent with the public interest. The court may:

(1) Place the child on probation or under supervision in his own home or in the custody or under the guardianship of a relative or other fit person, upon terms the court deems appropriate;

(2) Commit the child to the custody or under the guardianship of the Juvenile Services Administration, a local department of social services, the Department of Health and Mental Hygiene, or a public or licensed private agency.

(3) A guardian appointed under this section has no control over the property of the child unless he receives that express authority from the court.

3-821. Right to Counsel

A party is entitled to the assistance of counsel at every stage of the juvenile proceeding.

Source: 1977 Cumulative Supplement for the "Courts and Judicial Proceedings Article" of the Annotated Code of Maryland.

DISPOSITIONAL ALTERNATIVES BY COURTS IN MARYLAND FOR DELINQUENT CASES

1. Petition dismissed
2. Summary probation without a finding (release on good behavior, no probation officer, no record of an adjudication)
3. Voluntary probation without a finding (visits probation officer and/or receives counselling, no record of an adjudication)
4. Home on probation (length of time open, visits probation officer)
5. Youth service center (community-based non-residential facility)
6. Foster home (placement through Juvenile Services Administration as a Ward of the Court)
7. Group home
8. Placement in an institution (Montrose, Maryland Training School for Boys and others on JR-26 for an indeterminate amount of time)
9. Penitentiary (treated as an adult)

Annotated Code of Maryland

Keep in mind the following limitations as stipulated in the 1977 Cumulative Supplement of the "Courts and Judicial Proceedings Article."

3-823. Limitations on place of commitment.

(a) A child may not be committed or transferred to a penal institution or other facility used primarily for the confinment of adults charged with or convicted of a crime, except pursuant to 3-816 (b).

(b) A child who is not delinquent may not be committed or transferred to a facility used for the confinement of delinquent children.

3-825. Effective period of order of commitment; renewal of order.

(a) Except as provided in subsections (b) and (c) below, an order vesting legal custody in an individual, agency, or institution is effective for an indeterminate period of time.

(b) An order providing for custody of a child adjudicated delinquent or in need of supervision may not exceed three years from the date entered. However, the court may renew the order upon its own motion, or pursuant to a petition filed by the individual, institution, or agency having legal custody after notice and hearing as prescribed by the Maryland Rules.

(c) An order under this section is not effective after the child becomes 21 years old.

OBSERVER PROCESS SHEET

So that you can maintain a fair degree of objectivity, please do not participate in the discussion of your group's dispositional hearing prior to/or during the activity.

After the dispositions have been fully presented, it is your job to evaluate what has happened. This check list should help you focus in on the key issues. You will then present and discuss your impressions with your group and with the entire group during the de-briefing phase of the experience.

1. What seemed to be the criteria for determining the dispositions of your group's cases?

2. Were race, sex, socio-economic or family situations factors in the decisions? If so, in what way?

3. Do you agree with your group's recommendations for disposition? Why? Why not?

STATE OF EUPHORIA

CASES FOR DISPOSITIONAL HEARING

CASE A.	NAME: Frank Jones	RACE: CAUCASIAN
	AGE: 16	SEX: Male
		PRIOR RECORD: NO

Background Report

Frank Jones lives in Wonderland, an affluent suburb of metropolitan Crimeville. His father is an electrical engineer and his mother is employed by the Wonderland School Board as a teacher. Frank has no record and is 16 years old. Frank has been found guilty of firing a .22 caliber semi-automatic rifle from a highway overpass into a bus in which a woman was shot in the mouth and two men were injured by flying glass.

CASE B.	NAME: Warren Smith	RACE: BLACK
	AGE: 16	SEX: MALE
		PRIOR RECORD: NO

Background Report

Warren Smith, a black youth age 16, lives in the poor section of Crimeville, a large city in the state of Euphoria. He has never known his father and his mother works as a domestic in Wonderland, the affluent suburb mentioned in case A. Warren has been convicted of stomping a 64 year old women to death in a $6.00 robbery.

CASE C.	NAME: Donna Dee	RACE: CAUCASIAN
	AGE: 16	SEX: FEMALE
		PRIOR RECORD: NO

Background Report

Donna is a 16-year old Caucasian girl who lives with her mother and stepfather. Donna's natural father deserted the family twelve years ago. Donna's mother began living with the girl's stepfather, a manager of a motel and an alcoholic, two years ago in a common law arrangement.

Prior to 1977, Donna was considered by her teachers to be a good student, eager to participate in class activities, and always active in school affairs. Her friends found Donna to be warm and friendly. Both teachers and friends have noticed a definite change in Donna's behavior and in her attitudes toward life in the last two years. She is frequently truant from class, and, when she does attend, she is untidy and unkempt in appearance.

School counselors received a number of complaints that Donna was involved in drug traffic with students from the school and transients at her stepfather's motel. Donna was arrested and pleaded guilty to selling drugs in Juvenile Court.

HARFORD JUDGE FREES YOUTH WHO INJURED THREE IN SNIPER ATTACK ON KENNEDY HIGHWAY

(Bel Air Bureau of the Sun)

Bel Air - A Harford County Circuit Court Judge has released a teenage boy who "admitted" shooting at a bus on the John F. Kennedy highway last June.

A woman was shot in the mouth, and two men were injured by flying glass as a result of the attack on the bus, which was carrying a bowling team from the Bronx, N. Y.

Judge Edward D. Higinbothom said he has no regrets "whatsoever" about his decision.

"That's the whole theory of Maryland juvenile law, to avoid incarceration where you can reasonably do so," the judge said Friday.

Judge Higinbothom said he has placed the youth under the supervision of the Department of Juvenile Services until he reaches the age of 18, ordered him to make restitution for medical costs and restricted him from hunting "unless accompanied by his father."

"The father said that the two were trying to rebuild their relationship and asked if they could be allowed to go hunting together," the judge said, explaining the restriction.

He said testimony was given by a psychiatrist during the two-hour closed hearing three weeks ago that the young boy was "not a danger" to anyone and that he was continuing his treatment.

"There was no motive explained. It was just a senseless act of a young boy. It was completely improper and very fortunate that nobody was killed," the judge said.

However, he said with all the testimony and information that had been supplied to him, he felt that it "didn't seem like the kind of case where a boy should be removed from his home environment."

No witnesses testified for the state, said Judge Higinbothom, adding, "I guess that was because the boy admitted the shooting."

The shooting occurred about 12:30 a.m. June 11 near Havre de Grace.

Bertha H. Lowe, 64, one of the passengers, was shot in the mouth by a slug from a .22-caliber semi-automatic rifle fired from a highway overpass. Serious injury was prevented when the bullet was halted by the elderly woman's teeth.

She and two other passengers struck by flying glass were not seriously injured.

State Police investigators interviewed about 75 persons, most of them juveniles, before charging 3 juveniles, 2 from Aberdeen and a third from Havre de Grace, in the attack on the bus.

Judge Higinbothom said that two other youths were found not guilty "because they didn't take any part in it."

DISPOSITION OF DONNA DEE

The court found Donna's home to be an unsuitable environment in which to live. She was removed from her home and placed in a foster home. The court viewed her as a victim rather than as a juvenile offender.

TEACH LAW AND ORDER IN SCHOOLS, JUDGE URGES

Sebring, Fla. (AP) - A judge who sentenced a 16-year old to die in the electric chair says law and order should be taught in public schools, just like reading and writing, to help curb such crimes.

"Something has to be done to stop crimes like this," Judge Clifton Kelly of Polk Circuit Court said in a 13-page appendix to the death sentence he imposed Monday on Frank Ross. The teenager was convicted of stomping a 64-year old woman to death in a $6.00 robbery last year.

JUVENILE FACILITIES

	FACILITY	CHARACTERISTICS	LOCATION
1.	Montrose	Co-Ed Detention or commitment	Baltimore County
2.	Boys' Village	Boys only Detention 30 day maximum stay	Prince George's County
3.	Maryland Training School for Boys	Boys only Detention or commitment	Baltimore County
4.	Maple Run Greenridge	Boys only Forestry camp setting Commitment	Allegany County
5.	Maryland Children's Center	Co-Ed Diagnostic tests Psychological evaluation 21 day total stay	Baltimore County
6.	Waxter Detention	Co-Ed Detention	Prince George's County
7.	Backbone Mountain Lonaconing	Boys only Commitment Forestry camp setting	Garrett County
8.	Noyes Center	Co-Ed 30 day maximum detention Diagnostic tests	Montgomery County
9.	Youth Service Centers	Co-Ed Ages 16-18 Community-based counseling Academic instruction Work experience	Baltimore City

DEPARTMENT OF JUVENILE SERVICES
PROBATION AND AFTER-CARE DIVISION

COURT SUMMARY *

TO: The Honorable Judges of the Court

FROM: Juvenile Services Administration

RE: John Doe, white, male, d.o.b. 9-28-62, who lives with his parents at 214 Lake Road, Lakeview, Maryland.

I. PRESENT PROBLEM BEFORE THE COURT:

John is presently before the Court for Disposition. He came to Court on a Petition which charged that he stole speakers from the Drive-In Theater.

II. GENERAL FINDINGS AND EVALUATION

This is the first time that John has been before the Juvenile Court. However, it is not the first time he has been referred to the Department of Juvenile Services. On August 5th, 1976 we received a referral from the Maryland State Police alleging that he had participated in the theft of a motorcycle from Mr. Smith a neighbor. The motorcycle was subsequently recovered, but had been damaged. Mr. Smith agreed to accept a restitution figure of $50.00 from John. We arranged for the payment of that amount of restitution; as of this date $25.00 has been paid and $25.00 is still outstanding. Mrs. Doe and John both gave evidence of a very constructive attitude in dealing with that larceny, and it was our opinion at that time that with the payment of restitution, the family's resources were adequate to handle the situation. Shortly after explaining to the Does that we would not be petitioning the motorcycle charge into Court, I was informed by Mrs. Doe that she had been in touch with the Home and Hardware Store here in Lakeview. Apparently, John went to Home and Hardware and shoplifted a set of wrenches. He admitted his involvement to the store and was able to work out with the store an arrangement where he worked part-time after school to work off the value of the set of wrenches. The store personnel were extremely understanding; they even allowed him to work off the set at an employee discounted price. We next received the current referral on January 12th, 1977.

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*Name and places are fictional. All other information is factual. This is an actual report sent to the judges by a representative of the Maryland Juvenile Services Administration.

I have frequently been in contact with John and his mother and father as a result of these several larcenies over a period of several months. During this time, John has expressed an outward attitude of cooperation; however, he does not seem to have a firm grasp of the seriousness of this kind of behavior. It has become clear that our efforts and the efforts of others (Home & Hardware) are not successful in diverting John from delinquent behavior. We have to have a concern for whether or not we are encouraging him to steal again by giving him the idea that no really serious consequences will flow from stealing.

John is the oldest of five children of Mr. and Mrs. Doe. The family has had its share of turmoil over the years. Mr. Doe works at Lakeview and Mrs. Doe is a full-time home-maker. Mr. and Mrs. Doe have over a period of years worked through a number of conflicts in their marriage. Mrs. Doe is very nervous and is in therapy with a psychiatrist currently. Apparently, the family pattern has been that Mrs. Doe has had almost total responsibility for the five children. She feels overwhelmed and unable to cope with the problems presented in raising a family of this size. Apparently, John has received little attention from his parents except when he has gotten into trouble. He apparently has a grandmother who provides whatever he wants in the way of material things whenever he asks.

We arranged a psychological evaluation by our Consulting Psychologist, Dr. Zee finds that John is of normal intelligence, not emotionally disturbed or mentally ill. Dr. Zee finds, however, that John is emotionally neglected, and that he probably resorts to negative behavior in order to get the attention that he needs. The report states: "all the evidence that this examiner could accumulate during this testing session and the interview with the father, it would appear that this youngster has found that stealing has brought him an inordinate amount of attention. Nothing else that he has ever tried provided him with this kind of interaction with his parents".

John is a ninth grade student at Lakeview Senior High School. He basically is not working up to his ability in school. He passed the eighth grade and has made normal progress. However, his behavior is not what it could be. He is not considered to be seriously disruptive enough to be a candidate for expulsion; however, he apparently adopts the same kind of behaviors at school as elsewhere. He tries to be the "class clown" and get attention through disruptive behavior. According to Dr. Zee, John has the ability to do well in school, and whatever behavior problems he is having need to be dealt with through counselling and a change in his relationship with his parents.

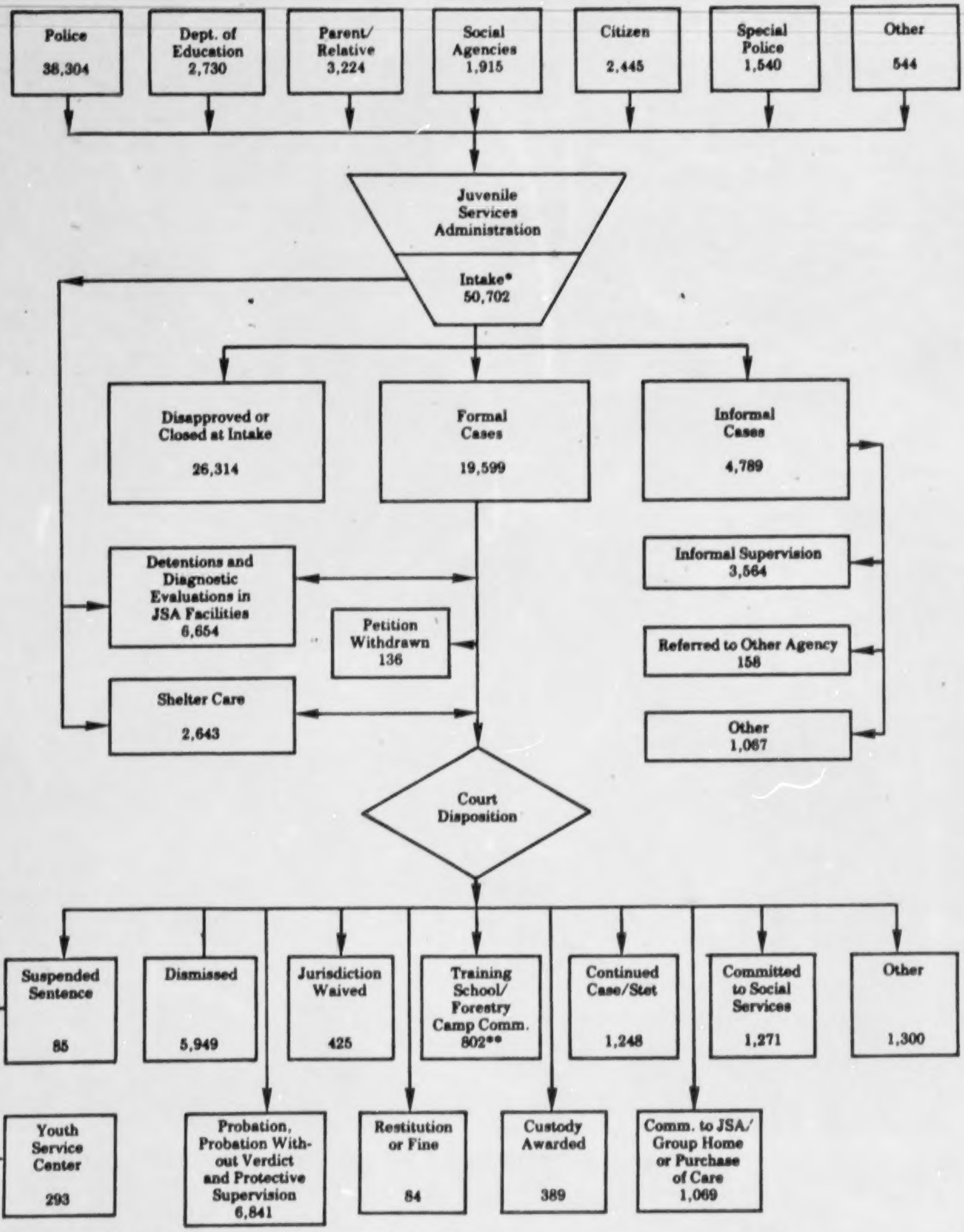
III. SUMMARY AND RECOMMENDATION:

John Doe is an essentially normal boy who has adopted a self-damaging method of coping with a lack of positive parental attention which has been going on for a very long time. Part of the behavior which is involved in this means of getting attention is stealing and clowning in school. Mr. and Mrs. Doe have their own problems and will require a great deal of support and counselling in order to learn a new way of parenting John. Family Counselling seems to be the best possible means of dealing with the underlying problem which is motivating John's behavior. At the same time John has to understand that stealing will not be tolerated by the community. For these reasons, I recommend that John be placed for an indefinite period on probation with the Department of Juvenile Services. One of the conditions of probation should be that his family participate in family counselling. This should be co-ordinated with the relationship that Mrs. Doe already has with a psychiatrist here in Lakeview.

Respectfully submitted,

William Intake
Juvenile Services Administration

MARYLAND JUVENILE SERVICES ADMINISTRATION
FLOW CHART OF CASE REFERRALS
FISCAL 1977


Police
38,304
Dept. of Education
2,730
Parent/ Relative
3,224
Social Agencies
1,915
Citizen
2,445
Special Police
1,540
Other
544
Juvenile Services Administration
Intake*
50,702
Disapproved or Closed at Intake
26,314
Formal Cases
19,599
Informal Cases
4,789
Detentions and Diagnostic Evaluations in JSA Facilities
6,654
Petition Withdrawn
136
Shelter Care
2,643
Informal Supervision
3,564
Referred to Other Agency
158
Other
1,067
Court Disposition
Suspended Sentence
85
Dismissed
5,949
Jurisdiction Waived
425
Training School/ Forestry Camp Comm.
802**
Continued Case/Stet
1,248
Committed to Social Services
1,271
Other
1,300
Youth Service Center
293
Probation, Probation Without Verdict and Protective Supervision
6,841
Restitution or Fine
84
Custody Awarded
389
Comm. to JSA/ Group Home or Purchase of Care
1,069

*This figure does not include cases that were referred to JSA prior to July 1, 1977.

**This total does not include 690 cases which were committed through other than regular procedures due to two different methods of reporting commitments.

HIGHLIGHTS OF JUVENILE COURT SERVICES: 1977

Manner of Handling Cases

Whenever a case is referred to the Maryland Juvenile Services Administration, inquiries are conducted by the intake unit to determine whether the case should be disapproved because of legal insufficiency, closed at intake, handled informally by an Intake Officer or referred for formal court action.

Of the 50,702 cases that were handled during fiscal 1977 by the Juvenile Services Administration, 51.9% (26,314) were disapproved or closed at intake, 38.7% (19,599) received formal court action, and 9.4% (4,789) were handled informally at intake.

Disposition

Of the 19,599 cases that were handled formally during fiscal 1977, 31.3% were "withdrawn", "dismissed", or "warned, adjusted or counselled"; 34.9% were placed on "probation", "protective supervision", or "probation without verdict"; 8.5% had "custody awarded" or were "committed to the Department of Social Services"; 6.4% were "continued without finding" or "stet"; 4.1% were "committed to a training school or forestry camp"; 5.5% were "committed to the Maryland Juvenile Services Administration," "purchase of care" or "group home"; 2.2% had "jurisdiction waived"; and 7.1% were disposed of in other ways.

Major Reason for Referral

Delinquency

A majority of the cases that were handled by the Maryland Juvenile Services Administration during fiscal 1977 involved delinquent offenses (42,954 or 84.7%). Of these cases, the largest single offense category was "assault" with 6,445 cases or 12.7%. This was followed by "burglary-breaking and entering" with 6,263 cases (12.4%), "larceny" with 4,907 cases (9.7%), and "shoplifting" with 4,874 cases (9.6%). Over half of the cases that were referred for delinquent offenses were disapproved or closed at intake (22,690 or 52.8%), 16,315 or 39.0% were handled formally by the court and 9.2% or 3,940 cases were handled formally at intake.

CINS

Cases involving Children in Need of Supervision (CINS) accounted for 5,490 cases or 10.8% of the total number of cases handled during fiscal 1977. Of these cases, 42.8% involved "ungovernable" behavior, "runaways" accounted for 36.3% and 20.9% involved "truants". A majority of the CINS cases were disapproved or closed at intake (3,513 or 64.0%), 20.9% or 1,149 cases received formal court action, and 15.1% or 828 cases were handled informally.

CINA

Only 4.3% or 2,201 of the cases handled by the Maryland Juvenile Services Administation during fiscal 1977 involved Children in Need of Assistance. Referrals for "dependency" accounted for 44.0% of these cases, "neglect" cases accounted for 17.5%, 36.8% involved "dependency and neglect" and "mental handicaps" accounted for 1.7%. A majority of these 2,201 cases were handled formally (94.5%), while .5% were handled informally and 5.0% were disapproved or closed at intake.

Sex Ratio

The sex ratio of cases disposed of by the Maryland Juvenile Services Administration during fiscal 1977 was 3.7 males to every female with 78.6% of the cases involving males and 21.4% involving females. Of the 19,599 cases handled formally, however, the sex ratio was 4.6 males to every female with 82.1% of the formal cases involving males and 17.9% involving females. The ratio for the 4,789 informal cases was 3.4 males for every female with 77.3% of the informal cases involving males and 22.7% involving females. Similarly, males accounted for 76.3% of the 26,314 cases that were disapproved or closed at intake, while 23.7% involved females for a rate of 3.2 males for every female.

Of the 39,864 cases handled during fiscal 1977 that involved males, 50.4% were disapproved or closed at intake, 9.3% were handled informally and 40.3% were handled formally. In comparison, only 32.4% of the 10,838 cases that involved females were handled formally, while 34.1% were handled informally and 33.5% were disapproved or closed at intake.

Race

A majority of the cases handled by the Maryland Juvenile Services Administration during fiscal 1977 involved whites (28,625 or 56.4%), while 43.2% or 21,885 involved blacks and 0.4% or 192 were classified as "other" or race information was not recorded. Of the cases involving whites, 55.7% or 5,942 were disapproved or closed at intake, 10,5% or 3,006 were handled informally and 33.8% or 9,677 received formal court action. Of the 21,885 cases involving blacks, 47.0% were disapproved or closed at intake, 8.1% were handled informally and 44.9% received formal court action.

Age of Juvenile

A majority of the cases handled by the Maryland Juvenile Services Administration during fiscal 1977 involved juveniles between fifteen and seventeen years of age (30,980 or 61.1%). In general, the number of cases increased proportionately with an increase in age up to the age of sixteen, decreasing thereafter. Sixteen year olds comprised the largest single age group with 20.8% of the cases followed by the fifteen year olds with 20.2% of the cases. The average age of juveniles handled by Juvenile Services was 14.8 years. This was approximately the same regardless of the manner of handling. Thus, the average age was 14.8 years for formal cases, 14.7 years for informal cases and 14.9 for cases that were disapproved or closed at intake.

JR-36

TOTAL CASES HANDLED BY THE JUVENILE SERVICES ADMINISTRATION BY MAJOR REASON AND AGE AT TIME OF REFERRAL – FISCAL 1977

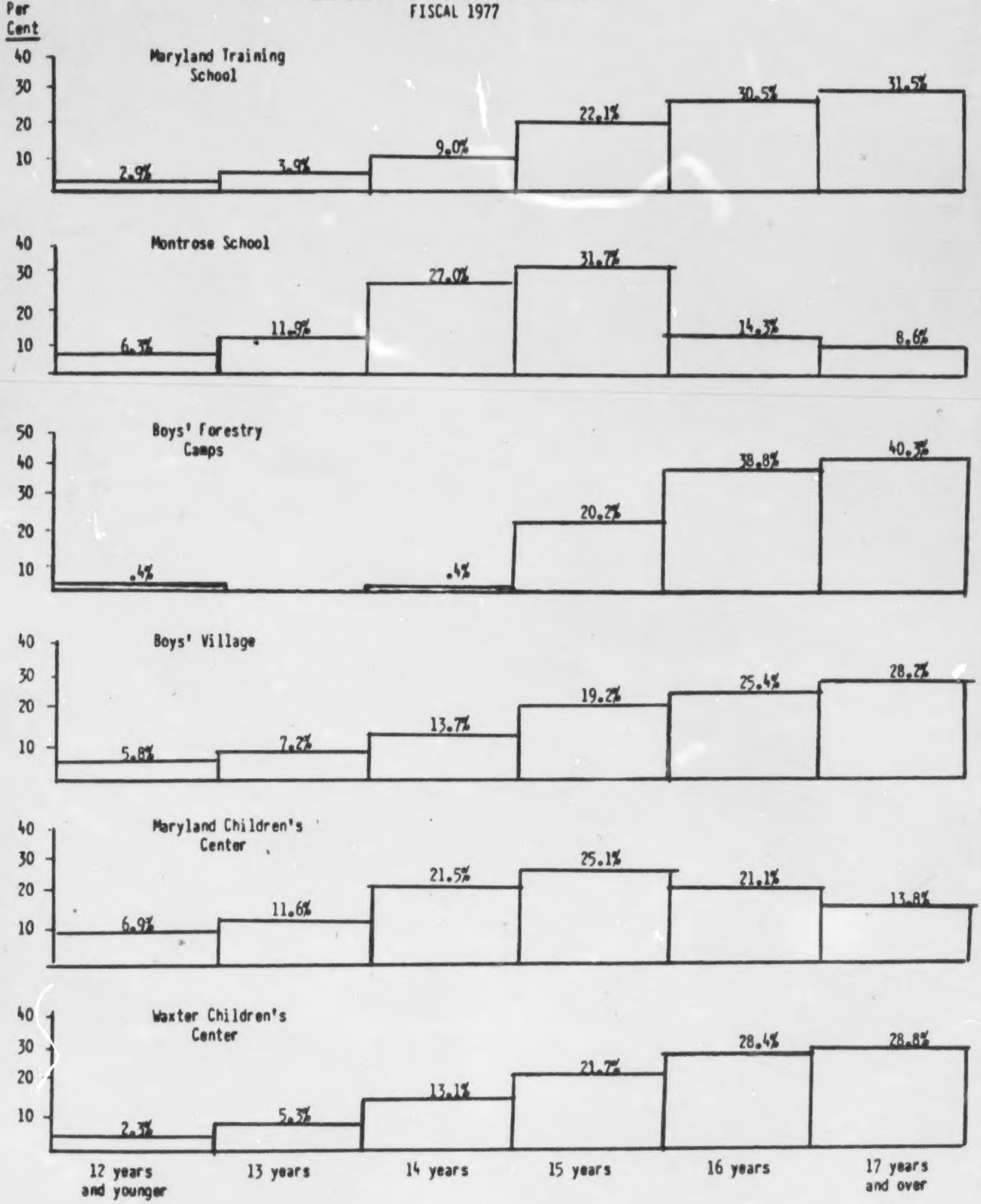
Major Reason	Under 10 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	Over 18 or Unknown	Total
Arson	41	17	19	47	50	62	84	46	33	6	6	411
Assault	149	131	218	340	664	1,009	1,267	1,316	1,181	110	60	6,445
Auto Theft/Unauth. Use	11	7	15	30	119	255	487	516	505	34	4	1,983
Burglary/B & E	105	115	196	352	594	992	1,253	1,347	1,148	139	22	6,263
Larceny	80	76	128	263	474	676	933	1,032	1,126	104	15	4,907
Robbery	3	6	13	27	65	119	193	183	176	17	4	806
Disorderly Conduct	19	6	34	52	127	252	410	608	649	61	15	2,233
Sex Offense	12	6	18	13	31	44	55	46	57	6	3	291
Vandalism	117	80	154	215	263	371	419	400	395	33	23	2,470
Narcotics Violation	4	3	4	28	88	277	673	1,033	1,301	128	9	3,548
Glue Sniffing	2	3	2	7	25	32	50	45	45	4	1	216
Alcoholic Beverage Viol.		2	2	8	21	66	148	336	388	27	5	1,003
Shoplifting	89	92	162	299	516	750	921	974	992	67	12	4,874
Purse Snatching			3	5	5	20	24	18	30			105
Firearms Violation	2	4	2	19	33	60	134	175	169	19	2	619
Rec/Poss of Stolen Goods	2	2	11	11	47	52	110	109	120	7		471
Trespassing	24	21	28	84	182	261	386	376	356	13	4	1,735
False Fire Alarm	24	7	12	19	22	26	21	22	13	1		167
Violation of Supervision				1	2	6	14	15	9	2		49
Other	103	51	95	190	372	654	962	857	951	90	33	4,358
Total Delinquent	787	629	1,116	2,010	3,700	5,984	8,544	9,454	9,644	868	218	42,954
Runaway	9	9	30	64	217	418	557	466	214	7	3	1,994
Truancy	72	22	49	91	198	308	315	67	24	2	1	1,149
Ungovernable	47	32	43	105	320	458	568	455	302	6	11	2,347
Total CINS	128	63	122	260	735	1,184	1,440	988	540	15	15	5,490
Neglect	227	20	26	20	26	19	22	15	9		1	385
Dependency	513	34	61	57	55	63	76	62	42	1	4	968
Dependency & Neglect	472	27	44	42	44	51	61	44	25		1	811
Mentally Handicapped	13	3	1	4	3	2	5	4	2			37
Total CINA	1,225	84	132	123	128	135	164	125	78	1	6	2,201
Special Proceedings					1			3			53	57
GRAND TOTAL	2,140	776	1,370	2,393	4,564	7,303	10,148	10,570	10,262	884	292	50,702

ADMISSIONS TO MARYLAND'S JUVENILE INSTITUTIONS
BY FACILITY AND OFFENSE
FISCAL 1977

	Maryland Children's Center	Waxter Children's Center	Boys' Village	Maryland Training School			Montrose School			Boys' Forestry Camps
Offense	Evaluations	Detentions	Detentions	Commitments	Detentions	Total	Commitments	Detentions	Total	Commitments
Arson	37	11	11	3	14	17	8	4	12	1
Assault	158	140	128	116	417	533	93	52	145	29
Auto Theft/Unauthorized Use	66	104	92	69	184	253	39	11	50	28
Burglary/Breaking & Entering	206	185	260	184	460	644	123	24	147	78
Larceny	82	121	163	53	198	251	42	26	68	31
Robbery	49	34	80	42	87	129	33	6	39	11
Disorderly Conduct	26	38	44	10	86	96	15	30	45	1
Sex Offense	26	10	10	9	22	31	7	8	15	
Vandalism	19	25	35	8	28	36	10	5	15	7
Narcotics Violation	29	63	48	24	55	79	7	10	17	14
Glue Sniffing/Other Inhalents	10	2		4	26	30	10	5	15	
Alcoholic Beverage Violation	4	8	15	4	6	10	1		1	2
Shoplifting	56	230	297	37	104	141	41	60	101	3
Purse Snatching	9		3	6	30	36	8		8	2
Firearms/Deadly Weapon Violation	17	11	37	15	61	76	6	1	7	5
Rec/Poss of Stolen Goods	12	9	13	7	6	13	4	2	6	1
Trespassing	16	22	33	10	30	40	6	2	8	1
False Fire Alarm	4	2	3	2	4	6	1		1	
Runaway *	74									
Truancy *	15									
Ungovernable *	290									
Other *	27	323	105	40	157	197	34	58	92	7
Dependency & Neglect	5									
Special Proceedings	1									
Violation of Supervision *	106	57	79	80	140	220	112	43	155	47
TOTAL	1,344	1,395	1,456	723	2,115	2,838	600	347	947	268

* Includes Interstate Compact cases.

ADMISSIONS TO MARYLAND'S
JUVENILE INSTITUTIONS BY AGE PERCENTS*
FISCAL 1977



*Percents do not add to 100.0 since "Age Unknown" is not included.

JUVENILE JUSTICE IN MARYLAND

PRE-TEST

Part I: Match the definition in Column A with the appropriate legal term or concept in Column B.

COLUMN A

1. _____Conducted in order to make a determination if a given case should be taken to court for hearing.
2. _____Provides for temporary custody of a juvenile at a center away from his natural family.
3. _____Report by parent, police, or citizen of delinquent activity.
4. _____Pronouncement of a judgment based on evidence which has been presented.
5. _____Someone who has not reached his or her 18th birthday.
6. _____One who is without proper guardianship.
7. _____Habitual running away from home.
8. _____One who has a level of intelligence which does not allow him/her to compete with others of the same age on equal terms.
9. _____A child who has committed an offense and requires guidance, treatment and rehabilitation.
10. _____"Sentence" the juvenile offender receives.

COLUMN B

A. Adjudication

B. Detention

C. Juvenile

D. Complaint

E. Intake Hearing

F. Disposition

G. Delinquent Child

H. Child In Need of Assistance (CINA)

I. Child In Need of Supervision (CINS)

J. Mentally Handicapped

K. Juvenile Master

L. Restitution

Part II: Read each of the following statements carefully and select the best multiple-choice response for each item.

_____1. Police have a right to stop and search a juvenile in each of the following cases except (a) when they have observed the juvenile commit a crime, (b) when they have reason to believe that the juvenile is about to commit a crime, (c) when it is reported by a reliable source that a juvenile has violated the law, (d) when a juvenile acts in a disrespectful manner to a police officer.

_____2. The decision reached in the (a) Gault, (b) Escobedo, (c) Miranda, (d) Gideon case stated that a juvenile has a right to have a lawyer present at his/her adjudicatory hearing.

_____3. Which of the following crimes would not be considered a juvenile offense if the child were 16 years or older: (a) shoplifting, (b) vandalism, (c) breaking and entering, (d) armed robbery.

_____4. The job of the police officer has become increasingly difficult, primarily because of (a) limited financial resources, (b) the complexity of the law related to individual rights, (c) the marked increased in the number of reported crimes, (d) more sophisticated crime reporting methods.

_____5. Which of the following is not a hearing associated with the juvenile court process? (a) preliminary hearings, (b) parole hearing, (c) adjudicatory hearings, (d) dispositional hearings.

Part III: True or False. Respond to each of the following statements by writing the letter "F" next to all statements which are false and by writing the letter "T" next to each of the statements which are true. If the statement is False, correct it by changing or adding appropriate words to make it true.

_____1. A juvenile has the right to have a lawyer present during questioning by law enforcement officials.

_____2. A juvenile has the right to have a jury at the adjudicatory hearing.

_____3. A juvenile has the right to appeal to a higher court.

_____4. A juvenile has the right to post bail for his release.

_____5. A juvenile has the right to counseling as a follow-up to his offense.

Part IV: Essay. Answer the following questions in essay form.

1. Give examples of the basic legal rights of the individual who becomes involved in the juvenile justice system.

2. Do you think the juvenile justice system is effective? Why? What reforms would you recommend?

TEACHER RESOURCE

Pre-Test Answer Sheet

Part I

1 - E
2 - B
3 - D
4 - A
5 - C
6 - H
7 - I
8 - J
9 - G
10 - F

Part II

1 - D
2 - A
3 - D
4 - B
5 - B

Part III

1 - T
2 - F A juvenile has no right to a jury trial in a juvenile court.
3 - T
4 - F Juveniles rarely post bail.
5 - T

Part IV

Since student responses may vary greatly on these questions, teachers are encouraged to be tolerant of these differences.

JUVENILE JUSTICE IN MARYLAND

POST-TEST

Part I: Fill in the blanks with the correct word in order to complete each of the following sentences.

(1) A formal written complaint against a juvenile is called a ________________.

(2) If a respondent is found to be a delinquent child, the court may grant ____________________, which involves release, subject to court imposed restrictions or conditions.

(3) The ______________________ hearing is that part of a juvenile court proceeding where the judge or master decides what the treatment plan will be for the juvenile.

(4) A determination is made at the ____________________ hearing if a given case should be taken to court.

(5) The ______________________ is the person being charged with committing a delinquent act.

(6) The ____________________ child is one without proper guardianship.

(7) A child who habitually runs away from home is an example of ________________.

(8) A ______________________ child is one who has committed an offense which would be a criminal act if committed by an adult and requires guidance, treatment or rehabilitation.

(9) One who has a level of intelligence that does not allow him to compete with others the same age on equal terms or to manage personal affairs with equal prudence is a definition of a child who is ____________________________.

(10) ____________________________ is payment for a loss or injury.

Part II: Read each of the following multiple choice statements carefully. Select the letter which represents the best possible response.

Section A

(1) Juveniles who are accused of violations for which they could be committed to an institution must have the right to all of the following except; (a) Notice of charges, (b) Right to counsel, (c) Trial by jury, (d) Privilege against self-incrimination.

(2) The (a) fifth, (b) sixth, (c) seventh, (d) eighth Amendment to the U.S. Constitution provides that anyone accused of a crime has the right to a lawyer.

(3) Which of the following cases established that juveniles who face being sent to reform school are entitled to the protection of the Bill of Rights? (a) Miranda Case, (b) Gideon Case, (c) Gault Case, (d) Escobedo Case.

(4) A rehabilitation concept involving about 10-12 people who live with counselors who live and work there is called: (a) Foster care, (b) Probation counseling, (c) Minimum Security Center, (d) Group Home.

Section B

The three purposes of correctional facilities are:

A. Rehabilitation
B. Deterrence
C. Protecting Society

Match the proper purpose with the following examples below:

1. _____ The Juvenile Master was afraid what Billy might do next. He'd been in and out of juvenile institutions for years and shown no improvement. The Master suspected that there was no hope.

2. _____ Ralph was learning new things at the "place." He was finally learning to read and was taking classes in watch repair. He decided that he could be a success in life.

3. _____ Donnie only spent six months in the "place," but after that scary experience, he would never even spit on the street again.

4. _____ Spike wasn't wild about the school where he was placed, but he really cared for the kids in his group and they cared for him. He'd never really had friends before. Now he knew what it was like to be trusted and felt happy with himself.

Section C

Using the graph on the following page, select the letter which represents the best possible response.

1. The number of juvenile arrested in June 1976 was : a) 5,572, b) 4,937, c) 5,885, d) 5,246.

2. The lowest number of persons arrested during a one-month period in 1975 and 1976 was: a) January 1976, b) December 1975, c) December 1976, d) June 1976.

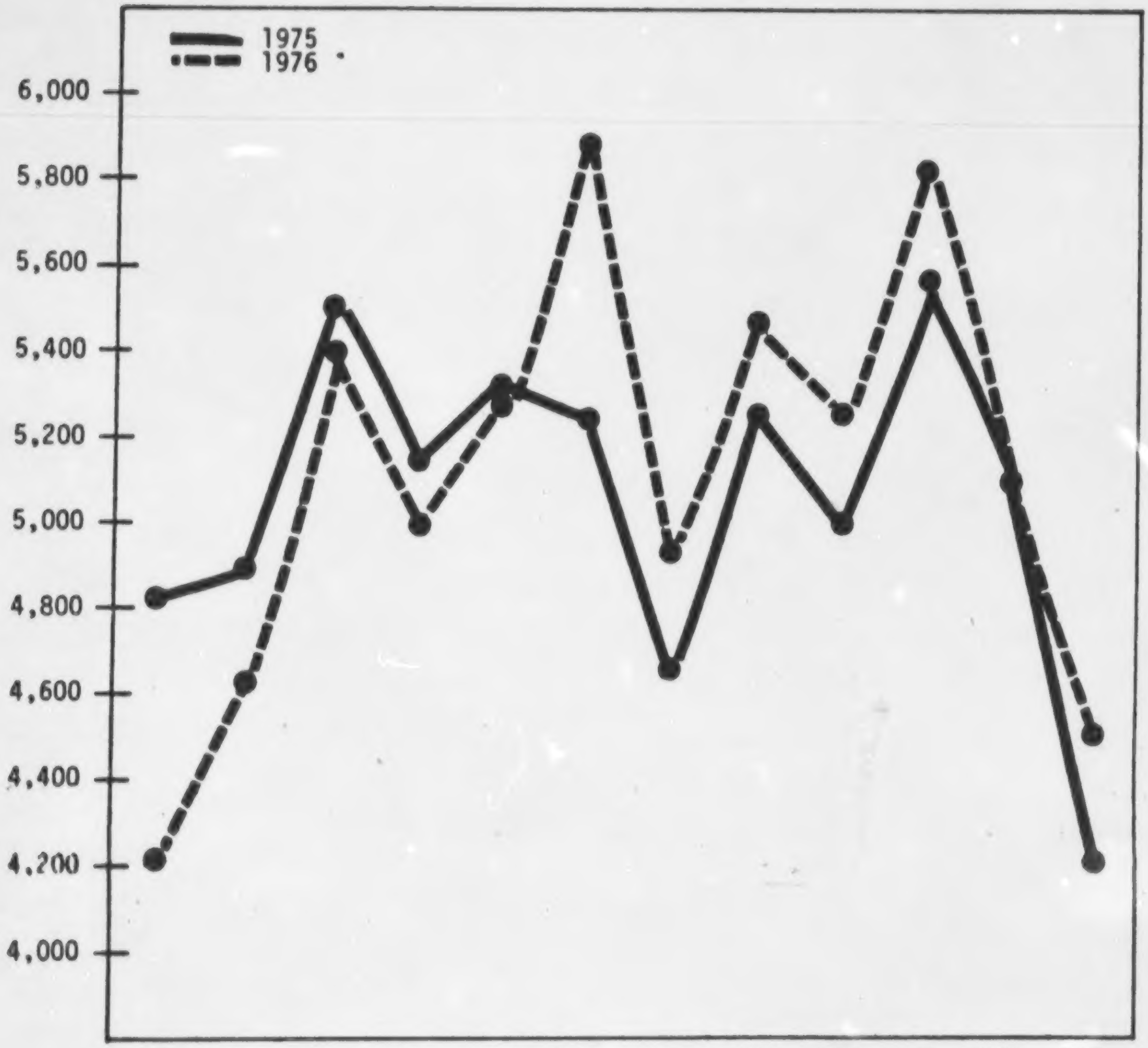
3. During the month of June, the change in the number of persons arrested in 1975 compared with 1976 increased by: a) 6%, b) 7%, c) 5%, d) 12%.

4. During the month of January, the change in the number of persons arrested in 1975 compared with 1976 decreased by: a) 13%, b) 3%, c) 5%, d) 12%.

ARRESTS

JUVENILE

1975 & 1976



	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
1975	4,832	4,884	5,497	5,157	5,328	5,246	4,663	5,264	4,995	5,572	5,099	4,225
1976	4,220	4,629	5,405	5,010	5,286	5,885	4,937	5,453	5,264	5,836	5,082	4,516
CH.	-13	-5	-2	-3	-1	+12	+6	+4	+5	+5	-.3	+7

Part III: True or False. Respond to each of the following statements by writing the letter "F" next to all statements which are false and by writing the letter "T" next to all statements which are true.

(1) Most juvenile delinquents are male and between the age of 14 and 18 years old.

(2) Most adjudicated delinquents come from poor families.

(3) More delinquents can be found in big cities than in rural areas.

(4) Disorganized family life is a major cause of juvenile crime.

(5) Juvenile offenders do not receive a jury trial for hearings held in the juvenile court.

Part IV: Essay. Answer the following questions in essay form.

(1) What are the advantages of a separate and distinct "justice system" for juveniles?

(2) What basic rights do juveniles have? Are any of these rights different from adult rights? Why?

(3) Describe three types of juvenile corrections facilities in Maryland. How effective do you think they are?

TEACHER RESOURCE

Post-Test Answer Sheet

Part I

1 - Petition
2 - Probation
3 - Dispositional
4 - Intake
5 - Defendant (Respondant)
6 - Child In Need of Assistance (CINA)
7 - Child In Need of Supervision (CINS)
8 - Delinquent Child
9 - Mentally Handicapped
10 - Restitution

Part II - Section A	Section B	Section C
1 - C	1 - C	1 - C
2 - B	2 - A	2 - A
3 - C	3 - B	3 - D
4 - D	4 - A	4 - A

Part III

1 - T
2 - T
3 - T
4 - T
5 - T

Part IV

Student responses will differ and the teacher should be tolerant of the diversity of answers. Correctness should be decided on the merit of the evidence which the student presents.

ADDITIONAL ITEMS
JUVENILE JUSTICE POST-TEST

Part A

1. A delinquent act is one that when committed by an adult would be a ______________.

2. Three examples of juvenile offenses that are not crimes for adults are ______________, ______________, ______________.

3. The first juvenile justice system operated in Illinois around ______________.

4. The juvenile justice system operates in the interest of the ______________ to protect the ______________.

5. Four Constitutional rights were extended to juveniles as a result of the case In re Gault. They are:

   ____

   ____

   ____

   ______________.

6. A youth in Maryland is considered a child until he/she reaches the age of ______________.

7. An ______________ decides whether a petition should be authorized charging a child with delinquency.

8. Juveniles are not usually fined but they may be made to pay ______________.

9. A juvenile 14 or over who commits an act that if committed by an adult would be punishable by death or life imprisonment (capital punishment) is usually tried as an ______________.

10. There are five factors considered in deciding if a juvenile should be tried in adult court rather than in juvenile court (waived). Three of these reasons are:

    ____

    ____

    ____

11. Juvenile delinquents can remain under the court's jurisdiction until they are 21 because the juvenile justice system allows for ______________ dispositions.

12. The juvenile justice system has jurisdiction over children in need of assistance, delinquents and ______________ the latter are juveniles who have not committed a criminal act.

13. Arrange the following steps in the juvenile justice system in the sequential order.

custody, appearance before judge, appeal, disposition, intake hearing, petition filed with juvenile court, adjudicatory hearing

1. ____________________ 2. ____________________ 3. ____________________

4. ____________________ 5. ____________________ 6. ____________________

7. ____________________

Part B

1. Peer pressure may be the most consistent characteristic in juvenile crime. Agree or disagree using facts from unit.

2. From your study of the unit, which rehabilitation alternative do you think would be most effective in helping the juvenile not reenter the juvenile justice system? Substantiate your choice.

3. Finish the story below by explaining the effects of the correctional institution on Carlos.

The woman moved hurriedly around the house, straightening and nervously watching the clock. Carlos was due home any minute. He had been in the training school for six months. She remembered all the little things he had shoplifted and how sad she had been when the Judge signed the order putting him away this time. As she put the finishing touches on his favorite dinner, she heard the door squeak open. She gulped, straightened her hair and hurried to the living room.

"Hi, Carlos."

Part C

Using the table on the next page, fill-in the blank with the correct response.

1. Region 5 is composed of the following counties:

   a)
   b)
   c)

2. In 1974, there were ________________ cases disapproved or closed at intake in Carroll County.

3. In 1976, there were ________________ cases disapproved or closed at intake in the state of Maryland.

4. Between 1976 and 1977, the number of cases disapproved or closed at intake increased by ________________ percent in Carroll County.

5. In 1971, the number of cases disapproved or closed at intake in Baltimore City was 2,740. This represents ______________ percent of the cases of all cases disapproved or closed at intake in the state of Maryland for 1971.

TOTAL NUMBER OF JUVENILE CASES DISAPPROVED OR CLOSED AT INTAKE BY COUNTY AND REGION
FISCAL YEARS 1970 - 1977

	1970		1971		1972		1973		1974		1975		1976		1977		Percent Change 1976–1977
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Region 1																	
Dorchester			2	.1	40	.5	101	.7	110	.5	101	.4	75	.2	57	.2	- 24.0
Somerset					22	.3	58	.4	49	.2	84	.3	61	.2	50	.2	- 18.0
Wicomico					16	.2	89	.6	164	.7	198	.7	140	.5	57	.2	- 59.3
Worcester	33	2.7	15	.3	289	3.4	502	3.5	565	2.4	601	2.1	705	2.4	661	2.5	- 6.2
Region 2																	
Caroline	24	2.0	3	.1	30	.3	40	.3	79	.4	136	.5	80	.3	60	.2	- 25.0
Cecil			13	.3	176	2.1	330	2.3	285	1.2	324	1.1	317	1.1	301	1.1	- 5.0
Kent	31	2.6	37	.8	21	.2	41	.3	106	.5	118	.4	59	.2	98	.4	+ 66.1
Queen Anne's	3	.3	1	.0	9	.1	9	.1					76	.2	68	.3	- 10.5
Talbot	60	4.9	27	.6	30	.3	82	.6	28	.1	28	.1	83	.3	53	.2	- 36.1
Region 3																	
Baltimore	108	8.9	492	11.0	434	5.1	1,079	7.5	2,867	12.4	1,574	5.5	3,187	10.7	3,303	12.6	+ 3.6
Harford	63	5.2	63	1.4	58	.7	102	.7	111	.5	560	2.0	569	1.9	690	2.6	+ 21.3
Region 4																	
Allegany					7	.1	79	.5	119	.5	91	.3	51	.2	50	.2	- .2
Garrett	1	.1	20	.5	4	.0	15	.1	9	.0	8		25	.1	22	.1	- 12.0
Washington	4	.3			39	.5	191	1.3	122	.5	136	.5	111	.4	409	1.6	+ 268.5
Region 5																	
Anne Arundel	27	2.2	68	1.5	371	4.3	1,550	10.8	2,241	9.7	2,917	10.2	2,614	8.8	2,399	9.1	- 8.2
Carroll	77	6.3	218	4.9	85	1.0	189	1.3	363	1.6	315	1.1	315	1.0	432	1.6	+ 37.1
Howard	1	.1	9	.2	86	1.0	261	1.8	492	2.1	601	2.1	690	2.3	741	2.8	+ 7.4
Region 6																	
Frederick	123	10.1	172	3.9	189	2.2	338	2.3	513	2.2	522	1.8	533	1.8	633	2.4	+ 18.8
Montgomery			354	7.9	231	2.7	526	3.7	444	1.9	2,407	8.4	2,145	7.2	2,112	8.0	- 1.5
Region 7																	
Calvert					14	.2	3	.0	7	.0	7		26	.1	22	.1	- 15.4
Charles			28	.6	147	1.7	334	2.3	663	2.9	633	2.2	545	1.3	591	2.3	+ 8.4
Prince George's	21	1.7	194	4.4	1,646	19.2	1,607	11.2	4,430	19.2	5,290	18.5	4,688	15.7	4,104	15.6	- 12.5
St. Mary's	31	2.6	3	.1	26	.3	55	.4	235	1.0	321	1.1	361	1.2	394	1.5	+ 9.1
Region 8																	
Baltimore City	607	50.0	2,740	61.4	4,579	53.6	6,796	47.3	9,123	39.5	11,668	40.7	12,315	41.4	9,007	34.2	- 26.9
STATE	1,214	100.0	4,459	100.0	8,549	100.0	14,377	100.0	23,125	100.0	28,640	100.0	29,771	100.0	26,314	100.0	- 11.6

JR-41d

TEACHER RESOURCE

JUVENILE JUSTICE POST-TEST

ANSWER KEY FOR ADDITIONAL ITEMS

Part A

1. Crime
2. Truancy, curfew violation, runaway, ungovernable, deports self so as to injure or endanger oneself or others
3. 1900
4. Child, public
5. Notice of charges
   Right to counsel
   Right to confront and cross-examine witnesses
   Privilege against self-incrimination
6. 18
7. Intake officer
8. Restitution
9. Adult
10. Age
    Mental and physical condition
    Amenability to treatment
    Nature of offense and his/her role in it
    Public Safety (*Some sources state 8 - basically the same)
11. Indeterminate
12. CINS (children in need of supervision)
13. Custody, intake hearing, petition, appearance, adjudicatory hearing, disposition hearing, appeal

Part B.

Answers will vary. Correctness should be decided on the merit of the evidence which the student presents.

Part C

1. a. Anne Arundel
   b. Carroll
   c. Howard

2. 363

3. 29,771

4. 37,1%

5. 61.4%

CURRICULUM EVALUATION FORM FOR
JUVENILE JUSTICE SYSTEM

County in which this Unit was employed: ____________________ Grade level: ____________________

Course in which this Unit was used: ____

Number of days spent on Unit: ____

Directions: Please complete the following rating scale for each of the questions listed below:

Excellent   Good   Fair   Poor

1. Were the objectives clear and concise?

   1   2   3   4

2. Did the activities in the Unit satisfy the stated objectives?

   1   2   3   4

3. Were the activities of a practical nature?

   1   2   3   4

4. Were the resources necessary to carry out the various activities readily available?

   1   2   3   4

5. What was the reaction of your students to the Unit?

   1   2   3   4

6. Did you or your students have any trouble understanding the directions to the Unit?

   1   2   3   4

7. Did the Unit hold the interest of your students?

   1   2   3   4

8. Did the Post-Test effectively measure the students' attainment the objectives?

   1   2   3   4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the Unit?

2. What were the major weaknesses of the Unit?

3. Which activities proved to be troublesome and in need of revision? Please be specific.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

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Return this form to:

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